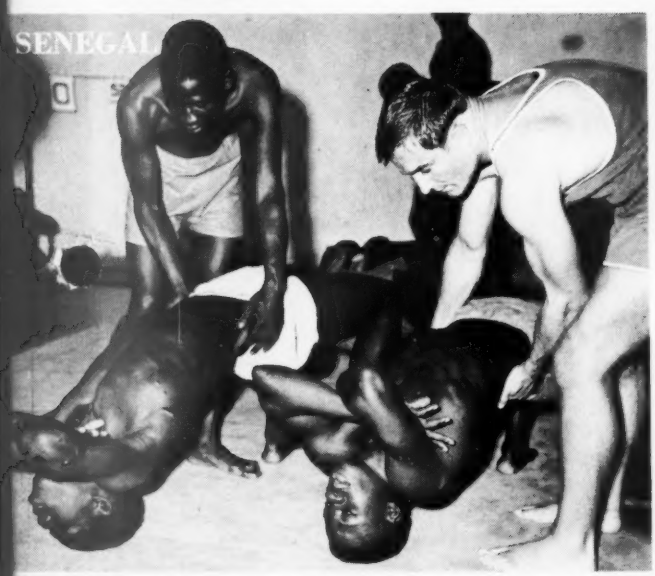
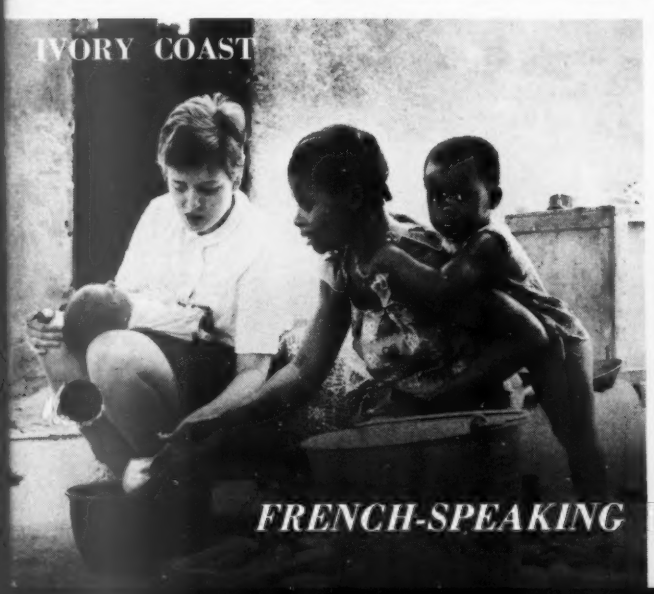
PEACE CORPS

volunteer

AUGUST 1965





FRENCH-SPEAKING WEST AFRICA

Voluntary organizations

SPECIAL REPORT

American I.V.S. volunteers carry on amid fighting in Vietnam

The following article appeared recently in Parade *magazine; it is reprinted here with permission. More information about the activities of International Voluntary Services may be obtained by writing to the organization at 1555 Connecticut Ave. N.W., Washington, D. C. 20036.*

By Marjorie Hope

To the 45,000 U.S. military serving in embattled Vietnam, add 80 young American volunteers who each day literally risk their lives in a struggle as grim as the war itself. These young people—65 men and 15 girls—are fighting somehow to yank a way of life into the realities of the 20th century.

Serving on two-year contracts for $80 a month, these young Americans representing International Voluntary Services are schooling South Vietnamese peasants in improved agricultural techniques, working in public-health programs or teaching science, vocational subjects, and English. Operating out of 30 centers scattered throughout the countryside, they live with the peasants, share their dangers and hardships, even learn to speak the extremely difficult language.

I.V.S., founded in 1953, with headquarters in Washington, D. C., is the only voluntary group working in Vietnam. It has gone into dangerous areas of the world where the Peace Corps has not. While I.V.S.-ers have seldom been under fire, they are prepared for anything. Some of them work in the strife-torn Delta, some in parts of the country more free of Viet Cong control. Washington has said I.V.S. will remain in Vietnam as long as there are Americans there.

Encounters with the Viet Cong—direct or indirect—are part of everyday life for I.V.S.-ers. Agricultural teams may arrive in a town to pick up supplies—only to discover that the warehouse was burned down an hour before. Carlie Allender has received printed warnings telling her not to be in contact with the military. Leslie Small tells of a time he stopped along a road in the Delta to take pictures and was invited into a farmer's house for tea. Another guest there was rather "unusual" and began to argue that the Viet Cong represented the Vietnamese—while the others tried to keep him quiet.

When the Viet Cong attacked My Tho, Kirk Dimmit witnessed the sudden deaths of several Vietnamese he had known. Then quickly he began organizing an escape for the remaining villagers. After being flown to Saigon to report the incident, Kirk insisted on returning to My Tho to attend the funeral of the slain villagers. Although authorities wanted to transfer him immediately afterwards from this dangerous area, Kirk stayed on for several weeks to help maintain the morale of the people. Before leaving My Tho, he was cited by the American ambassador for heroism.

Despite these experiences, there have been no casualties during the eight years I.V.S.-ers have worked in Vietnam. How have they been able to avoid accidents?

I.V.S. teams are based in towns held by the government, and members work out from there into more remote areas. How far they venture depends on the individual—on his feelings about this, and on how well he knows the people. Leaders never ask team members to go into areas they do not wish to enter. On the contrary, they ask the group to take precautions. Sometimes they have had to hold back I.V.S.-ers.

Actually, the Viet Cong seldom molest American civilians and generally warn them against going into certain areas. As a Vietnamese school principal put it, "The Viet Cong know how much the people appreciate I.V.S.-ers—the V.C. wouldn't dare touch them." In fact, I.V.S. members have heard themselves described in Communist broadcasts as young people working for the good of the villagers who should not be molested.

It is very difficult to describe a "typical day" in I.V.S., for members are constantly adapting to new situations. John Sommers, for instance, is a hamlet education adviser who may do anything from seeing that cement for school foundations is mixed properly, to distributing health pamphlets, or helping raise rabbits to supplement the salaries of local Vietnamese teachers. During a month he often makes more than 70 visits by helicopter to 50 different hamlets in the two Highland provinces in which he works. If the helicopter breaks down, he may stay overnight in a Montagnard tribesman's hut, dining on rice wine and fish, learning to play the Montagnard flute, and sleeping on a woven bamboo platform.

When the floods came last fall, John helped mobilize teams of Vietnamese students headed for the disaster areas.

(Continued on back page)

I.V.S. volunteer Charles Sweet, of Ithaca, N.Y., supervises a workcamp project of the National Voluntary Services of Vietnam, a service organization for students begun by I.V.S. Sweet has a B.A. in English from Cornell, granted in 1964.

The new batch

More than 6000 potential Peace Corps Volunteers are going through training this summer in 110 separate training programs at colleges, universities, and other sites across North America—and in four instances, overseas.

Of the 6000-plus Trainees entering training in June, July, and August, 475 are college juniors taking part in Phase I of the Advanced Training Program, eight-week courses for college juniors who plan to enter the Peace Corps upon graduation. The remainder of the summer Trainees will be candidates for some 4400 assignments for new Volunteers in four Peace Corps regions —Africa, Latin America, the Far East, and "NANESA"—North Africa, the Near East, and South Asia. Roughly four of every ten new Volunteers will go to Latin America, three of every ten to Africa, and the remainder will be divided about equally between the Far East and NANESA.

At the end of July, there were 8241 Volunteers already at work in 46 countries. Of that number, about 900 are scheduled to complete service this year. With the new Volunteers beginning service this summer and fall, there will be approximately 11,400 Volunteers on the job by the end of the year. By the end of August, 1966, Peace Corps plans call for more than 15,000 Volunteers to be working abroad.

Volunteers bound for Turkey await departure in Pan American terminal at Kennedy Airport in New York. More than 4400 new Volunteers will go abroad this summer.

This summer as in the past, most of the training programs are 12-week courses run by American colleges and universities, operating under Peace Corps contracts. The Peace Corps itself is responsible for a number of programs at its "in-house" training sites in Puerto Rico and the Virgin Islands, used for Volunteers bound for Latin America and Africa.

Some 400 former Volunteers are working with training-institution staffs this summer, offering their experience to the Volunteers-to-be. Except for those at the Peace Corps camps in the Caribbean, the ex-Volunteers are hired directly by the participating colleges and universities.

The largest number of Trainees in a single project is a group of 286 at San Jose (Calif.) State College preparing for teaching duty in the Philippines; together with another group of 161 at Sacramento State College, also preparing for teaching assignments in the Philippines, they represent the largest number of Trainees preparing for service in any one country. The smallest group is on the campus of Southern Illinois University at Carbondale—12 Trainees who are preparing for jobs in the West African nation of Senegal, where they will be rural vocational teachers.

This summer four groups are completing their training overseas. After spending a month on the Princeton and Portland (Ore.) State College campuses, a group of 272 English teachers and rural community-development workers for Turkey are finishing their training at Robert College in Istanbul and the Middle East Technical University in Ankara. Another group of Volunteers training overseas is the Thailand malaria-eradication project, which will get two months' technical training in Manila. Rural community-development workers training at the University of Missouri have five weeks of in-country training in Bolivia.

Training in Canada and Mexico

Three predominantly Negro universities are currently administering Peace Corps programs. Atlanta University's Morehouse and Spelman Colleges are handling Trainees in Advanced Training Programs for Ghana, Nigeria, and Sierra Leone projects. Lincoln University in Pennsylvania is conducting training for Barbados and St. Lucia. A Gabon school-construction project was co-ordinated by Southern University on both its Baton Rouge, La., campus and the new Peace Corps Center on St. Croix in the Virgin Islands.

Several projects will have field training in neighboring countries. In the final phase of an Advanced Training Program directed by Dartmouth University, Trainees assigned to Guinea, Senegal, Togo, and Cameroon are living with French-Canadian families in La Pocatière, a town about 80 miles north of Quebec City, while training at the Collège de Ste. Anne de la Poca-

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ON THE COVER — TOGO: Monique, Laure, and Colette are students at Collège Notre Dame des Apôtres in Lomé; Nancy Merritt (page 11) is their teacher. SENEGAL: Mel Zweygardt (St. Francis, Kan.) teaches wrestling to Senegalese students. IVORY COAST: Dianne Hart (page 21) visits home of foyer student. NIGER: Karen Selser (Newport, Tenn.) teaches nutrition and child care in Zindu home visit. GUINEA: Ron Boring (Arcadia, Calif.) examines cornfield soil with students at National School of Agriculture in Fouta. Reports from each of the five countries begin on page 7. Featured next month: Brazil.

tière. Four Latin American programs will train in Mexico—Trainees in a Colombia project at San Diego State College will work in villages south of Tijuana; Chile community-development workers at Michigan State University will train in the Michoacán area of central Mexico, and Trainees assigned to Bolivia and El Salvador at the University of Oklahoma will spend a month in southeastern Mexico.

On the other hand, Trainees in a Jamaica education program are training in Jamaica—at St. Johns's University, Jamaica, Long Island, N.Y.

Trainees for Brazil are well-scattered across the U.S.: school-lunch program Trainees are at Georgetown University, urban community-action workers are at the University of Florida, health workers are at Marquette University in Milwaukee, 4-H organizers are at Arizona State University, and community developers in the Advanced Training Program are at the University of Texas.

An experimental program

In the Peace Corps-staffed centers, a Guatemala resettlement project is at Camp Radley, and Dominican Republic and Venezuela Trainees are at Camp Crozier in Arecibo, Puerto Rico. A group of Trainees for Nigeria will have agricultural and community-development field experience at the St. Croix center in late August, after training at Michigan State University.

An experimental training program is underway at St. John's College in Annapolis, Md. Trainees in an India poultry project have a four-part schedule that includes language instruction (Hindi), area studies and other academic courses, poultry production, and evening seminars based on the Great Books program for which the college is well known. Reduced emphasis is placed on classroom lecture, and more importance is attached to reading, reflection, and discussion in seminar sessions of about 20 Trainees each.

Serving on the St. John's training staff as language and area informants are five Indians who represent an initial effort for a "reverse Peace Corps"—an idea that grew out of a conference of returned Peace Corps Volunteers last March. Following completion of the St. John's training program, the Indians will work in disadvantaged areas of the U.S. along with VISTA volunteers as workers in America's antipoverty program.

Doctors at Duke

A new Peace Corps program got underway in mid-July as 17 Volunteer doctors entered training at Duke University.

Headed for seven countries—Afghanistan, Ethiopia, India, Iran, Malawi, Tunisia, and Turkey—the Volunteer doctors in most situations will divide their time abroad between work in curative medicine; teaching medical students, doctors, and health workers; and in preventive medicine, including sanitation, nutrition, mass immunization, and other large-scale education programs.

The 12-week training program at Duke includes instruction in each of these areas, together with methods of teaching. Practical work in laboratories and in nearby communities supplements the course. More than 300 hours of classes in language training, regional studies, and history are included in the curriculum.

Most of the Volunteer doctors will take dependents abroad. Only 2 of the 17 doctors in the program are single. Wives of the other 15 have skills ranging from microbiology to elementary teaching. Five are registered nurses. Between the 15 families there are 22 children (and in one instance

Volunteers around the world

OVERSEAS		TRAINING	
Afghanistan	136	Advanced Training (Africa)	73
Bolivia	211	Advanced Training (Latin America)	117
Brazil	545	Afghanistan	50
British Honduras	50	Barbados	34
Cameroon	100	Bolivia	205
Chile	251	Brazil	277
Colombia	539	Cameroon	55
Costa Rica	61	Chile	203
Dominican Republic	80	Colombia	305
Ecuador	268	Dominican Republic	85
El Salvador	55	Ecuador	77
Ethiopia	548	El Salvador	39
Gabon	24	Ethiopia	283
Ghana	110	Gabon	61
Guatemala	84	Ghana	73
Guinea	69	Guatemala	48
Honduras	107	Guinea	20
India	396	Honduras	53
Iran	149	India	263
Ivory Coast	46	Iran	138
Jamaica	76	Ivory Coast	20
Kenya	129	Jamaica	55
Liberia	327	Liberia	191
Malawi	230	Malawi	31
Malaysia	379	Malaysia	65
Morocco	111	Morocco	34
Nepal	145	Nepal	38
Niger	43	Niger	42
Nigeria	611	Nigeria	177
Pakistan	95	Pakistan	28
Panama	133	Peru	153
Peru	372	Philippines	472
Philippines	218	St. Lucia	20
St. Lucia	4	Senegal	52
Senegal	44	Sierra Leone	119
Sierra Leone	146	Tanzania	79
Somalia	58	Thailand	227
Tanzania	326	Togo	26
Thailand	238	Tunisia	126
Togo	56	Turkey	395
Tunisia	133	Uruguay	50
Turkey	257	Venezuela	117
Uganda	35	Volunteer Secretaries (Latin America)	27
Uruguay	4		
Venezuela	266		
TOTAL OVERSEAS	**8265**	**TOTAL IN TRAINING**	**5003**

Volunteers who have completed service: 4698. Figures as of July 15, 1965.

another is expected shortly); one doctor—a specialist in obstetrics and gynecology—has five children.

The children will also undergo some phases of the training program, including language training.

Wives of the doctors have the option of becoming Volunteers themselves. Most have decided to take the step and are participating fully in the training program with their husbands. Most of the doctors are in their late 20s and early 30s, but several are over 50 and two are in their 70s.

In another Peace Corps program, 50 doctors departed the U.S. in late July for posts abroad as Peace Corps staff physicians. They spent two weeks at the Communicable Disease Center at Atlanta, Ga., and a week at Peace Corps headquarters in Washington before heading overseas. A staff nurse also took part in the program.

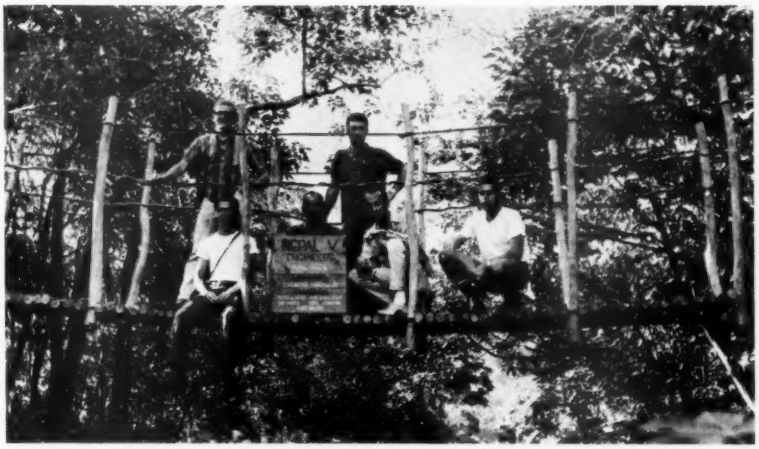
The group studied tropical medicine and parasitology and had Peace Corps orientation together with "preventive psychology" during the training sessions.

U.S.P.H.S. assists Peace Corps

All staff doctors and nurses are commissioned officers in the U.S. Public Health Service. Detailing of Public Health Service doctors and nurses as Peace Corps medical-staff members dates to 1961 when Peace Corps Director Sargent Shriver asked the service to assist the fledgling Peace Corps organization. During the past four years, more than 125 U.S.P.H.S. doctors have served in Peace Corps medical posts. Most went abroad shortly after completing internships in the U.S. Their average age has been 27, and they fulfill selective-service obligations by their duty as U.S.P.H.S. officers.

The sole nurse in this last group to go abroad is Margaret Gallen, of Philadelphia. She served as a Volunteer nurse in Tunisia, and will be assigned to work with the Peace Corps staff doctor in Guinea. Another former Volunteer nurse is already working overseas as a U.S.P.H.S. officer assigned to the Peace Corps. She is Andrea Reule, of Garden City, N.Y., assigned to Tanzania.

The Peace Corps Medical Division has asked for additional staff nurses and is encouraging former Volunteer nurses to apply for U.S.P.H.S. commissions (a bachelor's degree is required along with the R.N.) and serve another two years abroad.



Volunteer engineers training for Nepal test their handiwork at the Peace Corps training camp in Waipio Valley on island of Hawaii. From left are Robert Gunderson (Peetz, Colo.), Eric Johnson (Chatham, N.J.), supervisor Raymond Arrayjo, Peter Coyne (Pittsburgh, Pa.), Daniel Harris (Rolla, Mo.), and Scott Walker (Nassawadox, Va.). They built the 93-foot bridge over a 19-foot gorge, using local materials.

More ex-Volunteers for the Foreign Service

The Peace Corps and the State Department are taking steps to see that more former Volunteers are accepted into the Foreign Service, Sargent Shriver said in July.

Shriver's comments came in answer to a letter from Senator Frank Church of Idaho, a member of the Senate Foreign Relations Committee. Church had asked why more former Volunteers were not joining the Foreign Service.

Shriver's answer noted that part of the problem was that the State Department currently admits from thousands of applicants only about 165 new Foreign Service Officers each year into the Foreign Service and the U.S. Information Agency.

Citing the experience of Volunteers who have applied for the Foreign Service, Shriver noted that through December, 1964, 865 Volunteers (almost a quarter of the more than 3700 Volunteers who had then completed service) had applied; 579 had taken the written exam; 110 had passed the written exam, and 46 had passed the oral exam.

As of May 3, 1965, there were 74 waiting to take the oral exam. Six had been appointed Foreign Service Officers, and eight appointments were pending.

For the same period the record of Volunteer experience in applying for the U.S. Information Agency shows that 407 had applied; 229 had taken the written exam; 37 had passed, and 12 had taken the oral exam. As of May 3, 15 were waiting to take the oral exam and 4 had been appointed.

For the most recent combined Foreign Service-U.S.I.A. exam, given May 1, Shriver noted that of 361 Volunteers who applied, 220 actually took the test and 67 passed. He noted that the passing rate was the same as for non-Volunteer applicants.

"I believe the record should and can be better," Shriver said, although he called it a "good record, considering the Volunteers have often been away from an academic environment for at least two years and are often out of touch with current events in this country."

Another thing that keeps more Volunteers from joining the Foreign Service, Shriver said, is the time it takes for appointment; many wait two years from the time of application until they receive an appointment, he noted. In the meantime, many make other commitments. To help reduce the delay, Shriver said, the State Department has agreed to use the results of the Peace Corps background investigation, and may soon give the oral examination as well as the written examination overseas at locations accessible to Volunteers.

The Peace Corps has also suggested that Foreign Service recruiters stress the advantage of Peace Corps service as a preparation for the Foreign Service, Shriver said.

Accidents in three countries take the lives of four Volunteers; four are injured

Four Peace Corps Volunteers were killed in accidents in three countries in June and July, bringing the total of Volunteers killed in service to 17.

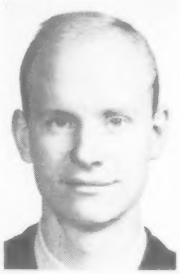
In southeastern Ecuador, Volunteer James Joseph Hughes, 24, of San Francisco, and a local Roman Catholic missionary were drowned July 30 as they were fording the Upano River near the community of Macas, on the eastern slope of the Andes 150 miles south of Quito.

The accident occurred as Hughes and the missionary were crossing the stream with a canoe, assisted by two local men. A strong current swept them downstream, but the local men survived.

Hughes was a community-action worker assigned to the development of co-ops. He went to Ecuador in October, 1964. At the time of the accident he was travelling to Macas to teach a course in accounting for a local credit co-operative.

A graduate of the University of San Francisco with a B.A. in history, Hughes had spent the summer of 1962 studying at Guadalajara, Mexico, then entered law school at the University of San Francisco, where he had been granted a scholarship. He was managing editor of the university newspaper and had received an award for excellence in journalism. He is survived by his parents, Mr. and Mrs. John A. Hughes, of San Francisco. Funeral services were held in San Francisco.

Joseph Hughes



Francis Kirking

A Volunteer in Iran, Francis Lester Kirking, 22, of Cashton, Wis., died June 23 in an attempt to save the life of an Iranian youth.

Witnesses saw Kirking plunge into the Caspian Sea near Bandar Farahnaz, a port city in Iran's First Province near the city of Resht. Kirking responded to cries for help from Abbas Karimi of Shiraz. Their bodies were later recovered.

Kirking had been in Iran since March, 1964, assigned to work with a local agriculture-extension agent offering technical advice to farmers in the Farahnaz area. The people of Farahnaz mourned Kirking's death by marching through the streets carrying black banners and whispering prayers. A memorial service was held at the Iran-America Society Cultural Center in Tehran. Funeral services were held in Cashton.

Kirking was the oldest of eight children. His parents, Mr. and Mrs. Lester Kirking, raise cattle and tobacco on a farm near Cashton. Kirking attended Wisconsin State College and the University of Wisconsin from 1960 to 1963, working 30 hours a week to finance his education. He planned to return for a degree after Peace Corps service. In addition to his parents, he is survived by four brothers and three sisters.

Dominican Republic accident

Two Peace Corps Volunteers were killed and four injured in a two-vehicle collision June 25 in the Dominican Republic.

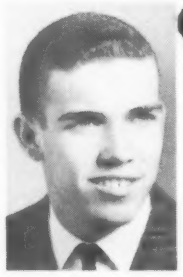
Gareth Wayne Simmons, 22, of Binghamton, N. Y., and Robert Franklin Zech, 24, of Ponce, Puerto Rico, died when a jitney in which they were riding collided head-on with a small truck. The accident occured in the late afternoon on a highway curve about 16 miles northwest of Santo Domingo.

Simmon's wife, Judith Ellen, 22, was seriously injured with a fractured pelvis and abdominal wounds. Also hospitalized with a fractured pelvis was Resna Eloise Allen, 22, of Fayetteville, N.C. Volunteers Darrel Lee Diedrichs, 21, of Lincoln, Neb., and Julie Jane Cunningham, 21, of Erie, Pa., were treated for minor cuts.

Mrs. Simmons, first treated at a U.S. Army field hospital in Santo Domingo, was sent to a hospital in Binghamton, N.Y., near her parents' home.

Travelling with the Volunteers was José Borrero, a friend of Zech's from Puerto Rico who had come to the adjoining island to help Zech run a Y.M.C.A. summer camp. Borrero suffered a concussion in the crash. The jitney driver and passengers of the other vehicle also incurred minor injuries.

Gareth Simmons



Robert Zech

Peace Corps officials in the Dominican Republic said the Volunteers were enroute to Santo Domingo from their assignments in the towns of San Francisco de Macorís, in Duarte province, and Constanza, in La Vega Province. Zech had been working in San Francisco de Macorís with Y.M.C.A. programs and other community-development projects. In May, he extended his two-year service for six months. Simmons and his wife were serving as community-action workers in Constanza.

Zech was born in Chambersburg, Pa., and grew up in Ponce, where his parents, the Rev. and Mrs. Harry E. Zech, are missionaries. Zech was bilingual, and was active in Boy Scouts and Y.M.C.A. and president of his high-school class. In June, 1963, he received a B.S. in chemistry from Otterbein College, Westerville, Ohio.

Latin America childhood

In addition to his parents, Zech is survived by a sister and two brothers. Funeral services were held in Spring Grove, Pa.

Simmons spent his childhood in Latin America. He was born in Lago Colony, Aruba, in the Dutch Antilles, where his father was employed with an oil company. He lived for periods in San José, Costa Rica, and Caracas, Venezuela, and attended high school in San Antonio, Tex. He spent two years at Graceland College, Lamoni, Iowa, and a year at Washington University, St. Louis, Mo.

His parents, Mr. and Mrs. Wayne E. Simmons, are now missionaries in Mexico. Simmons is also survived by two brothers. Funeral services were held in Cameron, Mo. Special memorial services for both Volunteers were held in Santo Domingo and Ponce.

FRENCH-SPEAKING WEST AFRICA

Volunteers encounter 'la civilisation française' in former colonies

THE OLD French West Africa, a group of eight French overseas territories, covered an area nearly two-thirds as large as the continental United States, encompassing a wide range of topographical and climatic conditions.

The former colonies embraced most of the great African bulge protruding into the Atlantic, with Gambia, Portuguese Guinea, Sierra Leone, Liberia, the Gold Coast (now Ghana), and Togoland (now divided between Ghana and Togo) forming enclaves along the coast. Established by an 1895 decree, French West Africa included the territories that now are the independent nations of Mauritania, Mali, Senegal, Guinea, the Ivory Coast, Upper Volta, Niger, and Dahomey.

Today in four of those countries—Guinea, the Ivory Coast, Niger, and Senegal—and in Togo, formerly a U.N. trusteeship under the French—the Peace Corps has more than 250 Volunteers at work.

Peace Corps programs in French-speaking (or francophone, a word that seems to be catching on) West Africa began in 1962, largely with English-teaching projects within existing school systems, but also including such experiments as the medical and fishing projects in Togo.

Programs have been diversified since then, and now Volunteers are working in agriculture, public health, school building, secretarial training, community action, road construction, and more, in addition to teaching. Now in training in the U.S. are 160 potential Volunteers who will be going abroad in September and October.

Volunteer working and living conditions in the five countries vary from considerable hardship to relative comfort and even luxury, by local standards; there are actually Volunteers living in mud huts—which may come as a shock to some who decry that elusive "image"—and there are a few who have air-conditioned cottages.

Islam dominates interior

French influence in the five host-countries is also varied, almost as widely as the expanse of the region. Ties with France are strongest in Senegal and the Ivory Coast, where the prevailing governments remain allied both economically and culturally. Even in Guinea, where Western approaches are less in evidence, a meal at the Hôtel de France in Conakry is served in traditional French manner. Once outside the capital cities, however, Volunteers encounter local languages, customs, and traditional ways of life.

Some of the peoples of the five countries subscribe to Christianity, some to Islam, and some to animism. Often the established religions are admixed with fetishism. Toward the interior, where Muslim influence has been felt since the traders crossed the desert a thousand years ago, Islam dominates. For the nomadic people of the north it seems the ideal religion, since it involves little organized ritual and allows for polygamy, a custom practiced by most African tribes from their origins.

The Volunteer in French-speaking Africa has adjustments to two cultures to make on his arrival. On the one hand, there is the influence prevailing among the French-educated elite with its emphasis on formal education, reasoning-within-the-system, and all the other elements found in *la civilisation française*. On the other hand, once out of settled urban areas the Volunteer immediately finds cultures far different from any he has known.

The challenge—and the frustrations—are as great here as in any area where Peace Corps Volunteers work. What follows, in the words of Volunteers and staff members, will suggest some of the flavor of West Africa today, and will describe the kinds of jobs Volunteers there are undertaking.

USPC - TOGO

Progress with a gong-gong

By Samuel V. Stiles

Lomé, Togo

Most stamp collectors have heard of Togo. For years she has issued many stamps, beautiful stamps, bearing the exotic names Togo and Togoland. But very few people know much about this small country, which was first a German colony, then was ruled by the French for forty-one years, and became independent just five years ago. Volunteers have been in Togo three of those five years of independence in teaching, medical, and fishing projects.

Togo was never a French colony. It was a League of Nations mandate and then a United Nations trusteeship. This has made a difference for the Volunteers. For example, 95 per cent of the teachers are Togolese; the Volunteers outnumber all the expatriate teachers put together. There is no problem of identification with expatriates. The Peace Corps teachers have been accepted as helpful co-workers.

Another difference resulting from recent political history also affects English teaching. Former British Togoland is now the eastern third of Ghana, but tribal and family ties are still strong, and many people in Togo speak some English. Almost all want to learn more. Studying English is not just something to be done to pass the examination.

The 33 Volunteer teachers account for 60 per cent of the English teachers in secondary schools. Next year their number will double. Their effect is not in numbers alone. They are the *only* non-African teachers in Government schools teaching outside the two largest cities—Lomé and Sokodé. The audio-lingual method *is* being slowly adopted by the Togolese teachers of English.

The fishing project, which started in marine fishing, has gone inland. Volunteers are now helping to build ponds and teaching people to raise fish in them—to "fish farm." In protein-short central and north Togo this can be a village's answer to *Kwashiorkor,* the protein-deficiency disease that is one of the largest killers of children. The ponds will also provide water for drinking and irrigation—often allowing the cultivation of a second crop each year. This summer half a dozen of the teachers are working with the fishermen to increase the number of ponds and reservoirs.

The medical project has also changed considerably in three years. Originally it was based at the hospital in Sokodé and emphasized curative medicine. In recent months, the coverage of the Volunteers has been extended by emphasizing public health: preventive medicine and health education. Lives are saved and health improved by teaching such "simple" things as washing a cut, eating a varied diet with vegetables and protein, and building and using a latrine.

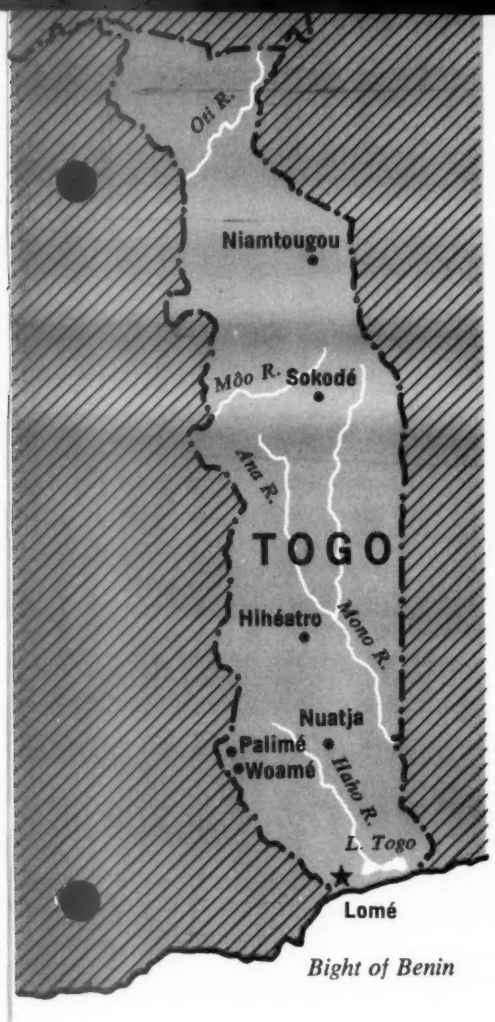
The public-health nurses have developed several approaches for seeking out their patient-pupils. Their school program of exams, shots, and health education has been welcomed by students and teachers. The parents are sought by programs arranged through the traditional chiefs of the *quartiers* in Sokodé, and by special clinics for expectant mothers, new babies, preschool children, and the like.

This year a village program has begun to spread public health beyond Sokodé to rural villages. The traditional chiefs are again the key to receptivity, and nearly all are anxious to order the *gong-gong* to announce a clinic.

It is almost possible to see daily changes as a result of work in a country as small as Togo. There's still much to be done, but no none can rival the Togolese in warmth of appreciation.

Samuel V. Stiles Jr., 39, Acting Peace Corps Director in Togo, served as a management analyst with the Peace Corps from November, 1961, until August, 1964, when he was appointed Deputy Director in Togo. A native of Frankfort, Ky., Stiles received a bachelor's degree in political science from Emory University, Atlanta, Ga., and a master's from Indiana University, Bloomington. Stiles was an instructor in the Department of Political Science at the University of Kentucky, Lexington, and then a management analyst at the National Institute of Mental Health before coming to the Peace Corps. He is married and has two children.

At a well-child conference in Sokodé, Eileen Schreffler (Compton, Calif.) immunizes a child while nurse Audrey Doudt (Allentown, Pa.) looks on.



A Togolese fisherman pulls in a catch of **talapia** just taken with a cast net at a Peace Corps inland fisheries project at Nâ Station near Sokodé.

Some have been here 'since since'

By Marilyn Hjort

Hihéatro, Togo

From the beginning until the 15th century, Denyigba (Ewé, meaning literally "one's own country") just *was* —territory undefined but beautiful and very green, population uncensused but busy. The next three centuries differed only in that traders, missionaries, and other visitors, horrified by the lack of statistics, began cataloging things.

It was not easy. There were indigenous peoples of one sort:

• The Naoudemba, who (singly and in couples) descended from heaven during a storm, carrying tools, *fonio* (crabgrass with seeds used as cereal), rice, and peanut plants and promptly founded Niamtougou;

• The Kabré, whom God personally set down (hard: the footprints are still visible) equipped with a six-day week, ability to cultivate vertical surfaces, and ceremonies as sensible as they are spectacular;

and another:

• The Ahlo and the Akposso (five-day week), whose claim to have been here "since since" cannot be disproved although they alone, in a Sudanic belt running from Senegal to Somali, speak Bantu languages;

and immigrants of all kinds:

• The Adélé from Ghana, whose chief Firikodjou, the night of a losing battle with some neighbors, flew 175 miles northeast and found a spot for resettlement (his people joined him later, on foot);

• The Kotokoli, arriving majestically from Mali and Niger with a feudal system to warm the heart of a Plantagenet—suzerains, vassals, enfeoffment, and all;

• The Ewé from Nigeria, whose chief Agokoli (c.1720) was personally responsible for more migrations than any individual since Attila. With forced labor, he had a protective earthen wall built around his city of Nuatja—and refused to shelter the builders. They were the lucky ones; around his rainy season retreat, he built a six-foot stone rampart-cum-archers' walk — and wouldn't let anyone out. Since he was murderous as well as cranky, the people soon tunnelled out and scattered in all directions. This is called the Great Ewé Exodus, and the resultant disunion is still a problem.

There were, in all, about 40 peoples, several natural regions (coastal plains covered with rain forest, hilly mountains, grasslands), and two climates (equatorial and tropical) with innumerable variations. All very interesting, but confusing—and it still had no name and no boundaries.

On Christmas eve, 1885, against Bismarck's better judgment, a coastal enclave of 45 square miles became a German protectorate. One of the villages included had so catchy a name that the Germans also applied it to the some 35,000 square miles subsequently protected. Running only 35 miles along the Bight of Benin—and 330 miles into the interior—it is all nonetheless Togo (to = water; go = on the edge/bank of).

With the protectorate came Progress and concrete. The "model colony" acquired post offices, telephones, a radio station communicating directly with Berlin, landing strips, a beachful of pillboxes, 347 schools, several railroad lines, and a wharf.

The Treaty of Versailles ended the Cement Age, and in 1922 the League of Nations placed the Volta region under British mandate (it is now part of Ghana). The remainder (about 21,500 square miles, as big as Maryland, Delaware, Rhode Island, and New Jersey combined) was mandated to the French and became independent in 1960, along with Ghana and

Dahomey, neighbors to the north and south. Ninety per cent of Togo's 1,642,000 inhabitants cultivate cocoa, coffee, and cotton for export, and yams, manioc, and the like for themselves. Ten per cent fish, make bricks, mine phosphates, or keep track of the others.

The country is still beautiful and very green, and everything is properly cataloged.

In Togo since September, 1962, Marilyn Hjort (San Francisco) on completion of her first term of service with the Peace Corps re-enrolled for a second two-year term as a Volunteer. She received a B.A. in 1958 from the University of California at Berkeley, and worked as a medical secretary in San Francisco. She is assigned to the Ministry of Education of Hihéatro as a secondary-school English teacher.

Larry Flynn (Cambridge, Mass.) poses with students from his fourth-year class at Collège he has taught English for the past two years. Flynn was a member of the first St. J Volu

Why teach English?

By Michael Saks

Palimé, Togo

With her dark hair brushed up and back and her right leg demurely crossed over her left, Madame d'Almeida looked both stern and attractive as she asked the nervous student beside her an exam question.

"How old are you?" she asked in her measured, Togolese-English accent.

"I have 18 years," he replied, rather unsure of himself. A gray-green lizard paused to listen and then continued his scamper across the concrete floor.

"When were you born?" she continued, not correcting his last reply.

"I am born . . . 1947," he said softly, after a long pause.

"Thank you. That will be all. Next . . ." And so the English oral examination continued that day and the next at the Government secondary school in Palimé, where I teach.

That student, like dozens of others, had come from the private and Government schools in the area to take the *brevet*, the long series of "made-in-France" exams which determine who has satisfactorily completed his secondary-school work and can begin college-preparatory studies.

The *brevet* comes after four years of English classes, but my concern is with the first two. My 57 beginning and 55 second-year students are just becoming acquainted with English. All during their six years of primary school, they have been instructed in French, and at home they have spoken Ewé, their tribal tongue.

The 13- to 16-year-olds I teach are a spirited, often unruly lot. The few girls in each class make up in noise what they lack in number. Yvette, proud and sullen, brushes past me and mutters, *"J'ai la diarrhée,"* (I have diarrhea) and heads for the bushes beside the school. Josée, her cohort, who models to best advantage her surprisingly large wardrobe, never fails to forget her book.

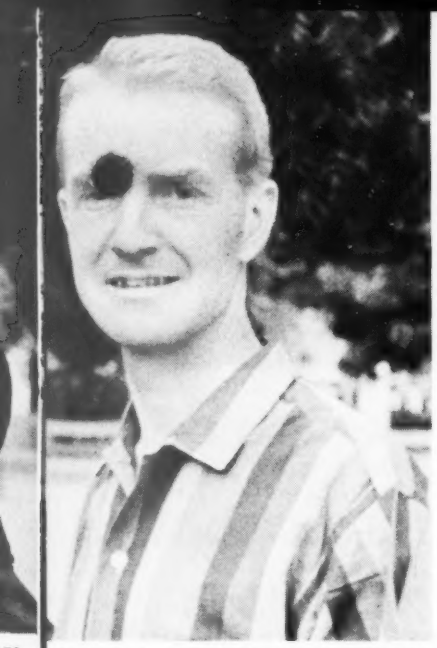
For those who can't settle down in class, there's always the sobering effect of discipline, given out on Saturday afternoons. According to school tradition, the students can work at their professors' homes, and about once a month, a drove of those to be punished and more who have volunteered descend upon my house. Angèle and Comfort sweep the cobwebs from the ceiling; Sikiroulai and Issifou attack the weeds in my dirt yard with machetes, and another group builds a palm-frond outdoor shelter. The afternoon of labor ends with punch, chewing gum, and an admonition to complete the exercises in the book over the weekend.

The text adopted by the school is probably the best one around to teach English to French-speaking students. It uses pictures and dialogues instead of vocabulary lists and disembodied grammar rules to teach conversational English. Yet the situations and examples are often far beyond the life of Togolese students. They read that a nurse is pushing a pram across a zebra-crossing on her way home to afternoon tea. Such examples must be explained point by point. What is a pram? Togolese women carry their babies on their backs. And so it goes.

Some people may wonder, "Why teach English? What good is it in Palimé, so pleasantly surrounded by groves of coffee and cocoa trees and shadowed by jungle-covered mountains? What use will it be to Togo, so small and narrow and hemmed in by Ghana to the west and Dahomey to the east?"

In answer, Togo's request for Peace Corps English teachers has multiple logic behind it. Geographically, Togo needs English, if just to speak with her two most powerful neighbors, Ghana and Nigeria. English influence is distinctly felt in my town, which is about 10 miles from the Ghanaian border. Many a market woman, proudly displaying her selection of plastic jugs, boxed sugar cubes, condensed milk, and toilet soap—all smuggled in from Ghana—will greet you with a "Good afternoon" and leave you with a "Cheerio!"

There is also the conviction that a language and its culture are learned



St. Joseph, a boys' school in Lomé where Volunteer group to arrive in Togo in 1962.

Volunteer Nancy Merritt (East Aurora, N.Y.) teaches at Collège Notre Dame des Apôtres, a girls' school in Lomé.

together. British songbirds, flowers, and trees all come up in the lessons. Just the mention of Shakespeare so impressed one student that he insisted that everyone call him Hamlet instead of Ignace. All went well until a later lesson on English farmyard animals. Now some of his friends have confused "Hamlet" with "piglet."

In the broadest sense, English is required as an academic discipline, one part of the country's curriculum which is determined in France and followed to the last circumflex. English takes its place along with French history, French geography, French literature, French geology, philosophy, and the other subjects taught in metropolitan France.

This insistence on a sophisticated French curriculum in an underdeveloped country has led to problems. By the time Togolese students take their comprehensive *brevet,* they have the same aspirations as their French counterparts sitting down to the same exams in France. They want to be lawyers, doctors, teachers, and especially, Government office workers. These Togolese students are academically and psychologically unprepared to fill their country's urgent need for modern, scientific farmers. Their school system has led them to believe that working with their hands is beneath them, and the presence of their uneducated parents and relatives toiling in hereditary manioc fields has underscored the point. But white-collar jobs in Togo are scarce, and many students who are scholastically qualified to begin college-preparatory work find that Togo's handful of pre-university schools are too crowded to accept them.

Togo's educators are aware that their system's aims and their country's needs are far apart. Only last week, teachers met in their various schools to discuss a topic suggested by the ministry of education, "How to adjust Togo's educational system to the realities of Africa." The director of Palimé's official secondary school listed Togo's underdevelopment as the number one reality. Togo must produce modern farmers, not functionaries or philosophers, he said. This will require fresh ideas, revised texts, and bold commitments to an African-oriented, French-influenced educational system. Perhaps change is now on the way.

Michael Saks (Gary, Ind.) received a B.A. in journalism with a minor in African economics from Stanford University in 1963. For six months of his junior year, he attended Stanford-in-France at Tours. He received an M.S. in journalism from Columbia University in 1964.

SENEGAL

Volunteers get along in strong French culture

By Hyman U. Hoffman

Dakar, Senegal

Senegal was France's first colonial holding in Africa and the base for French penetration and development in West Africa. Sophisticated leaders, trained in French schools and political institutions, still maintain strong ties with France.

Dakar, the capital, is one of the most modern cities in Africa (and the city with the highest cost of living in the world, according to a recent United Nations survey). It is the intellectual center of French-speaking Africa. Structure and practices of government have been inherited from the French, and Senegal has several bilateral-assistance agreements with France. There are several thousand French technical assistants and advisors here, and the majority of about 50,000 non-African residents are French, largely business and professional people living in Dakar.

In short, Senegal remains the strongest bastion of French influence in Africa.

Into this environment came the Peace Corps in February, 1963. A major obstacle for Volunteers has been the French presence. Volunteers have tried to establish their identity as part of a Government of Senegal program, separate from the French aid program. It has been especially difficult for Volunteer teachers to do this.

In July there were 33 Volunteers in Senegal, and some 50 in training in the U.S. Volunteers are involved in three major areas: English teaching, vocational training, and social work. A coaching project with Volunteers working with national athletic teams and at the *lycées* was phased out this year. Volunteer teachers will continue the programs set up by the coaches in physical-education classes this fall.

In Senegal, as in the other newly independent countries of French-speaking West Africa, the severe shortage

of trained manpower stands as a serious barrier to social development and economic self-sufficiency.

Aware of the essential relationship between social well-being of the population and development of the country, in 1960 the Senegalese Government established a Department of Social Affairs. Although its goal lies primarily in the area of health and hygiene, it should influence other areas of Sengalese life.

When the first group of Peace Corps social workers came to Senegal last fall, three social centers were operative. Now, less than a year later, 11 new centers have been set up and the existing centers have been staffed with Volunteers. Most social centers specialize in mother and child care, nutrition, and homemaking.

Senegalese acceptance of the Volunteers has been warm and cordial. In many rural areas they are the first Americans to appear. Response to *toubabs* (foreigners) like Mel Zweygardt (St. Francis, Kan.) and Bill Aossey (Cedar Rapids, Iowa), both of whom became proficient in Senegalese traditional dancing, has become almost legendary. Zweygardt and Aossey came to Senegal to develop Greco-Roman-style wrestling for Olympic competition. Wrestling has always been a national sport in Senegal, although the local version is a traditional brand of unbalancing act.

Overwhelming French influence in the educational system has prevented full recognition of Volunteer teachers, although their contributions are acknowledged by the Ministry of Education as well as the *proviseurs* of their schools. Their extracurricular activities are impressive — Mike Popkin's (Minneapolis, Minn.) Bignona basketball team has become a powerhouse in the Casamance league where previously the school didn't have a team. In Rufisque, a suburb of Dakar, Julianna Free (Yarmouth, Me.) directed a performance of a combination of *The Wizard of Oz* and *Peter Pan* which she adapted in French and Wolof.

Rural-development Volunteers have been responsible for planning and supervising the construction of small bridges, roads, peanut storage bins, and wells. Their work took them to the most remote areas of Senegal.

Senegal is a country poor in natural resources with its economic fate pegged to the sale of peanuts on the world market. As the second Four-Year Plan is now being launched, major emphasis will be on agriculture, particularly crop diversification. Most of the country's vital foodstuffs are imported, accounting for the high cost of living. A dozen Volunteers are now engaged in a rural vocational-training program designed to teach farmers improved techniques. Three Volunteers are implementing a Food and Agricultural Organization program to increase rice yields through the use of fertilizer. John Hansen (Grandview, Mo.) and Bob Richardson (Deansboro, N.Y.) are instructors at a rural agriculture school which teaches farmers, among other things, how to use oxen.

Remarkable progress has been made in the past two years and the presence of Peace Corps Volunteers is widely recognized and appreciated by the Senegalese, from grass roots to ministries.

Hyman U. Hoffman, 39, has served as Peace Corps Representative in Senegal since February, 1963. Raised in Fargo, N.D., he received a B.A. from the University of Minnesota in 1949, and after a year of graduate work in public-health education at the university, he went to Morocco with Atlas Constructors as director of the company's medical supply department. In 1953 he returned to the United States to work with Kimberly-Clark Corporation's sales-promotion department in Neenah, Wis. He is married and has four children.

Students at Tambacounda Cour Complémentaire, Senegal, are shown a New Horizons book collection by Terry Allen (Fresno, Calif.) who teaches there.

Senegal is the westernmost protrusion on the African continent. A member of the French Community, it is bounded on the north by Mauritania, on the east by Mali, and on the south by Guinea and Portuguese Guinea. Gambia, Africa's smallest state, forms a narrow enclave in Senegal along the banks of the Gambia River, extending 200 miles into the interior from St. Mary's Island at the mouth of the river.

Senegal became independent in 1960; from January, 1959, until August, 1960, it was associated with the Sudanese Republic (now called Mali) in the Mali Federation. Senegal has a population of more than three million, and occupies an area of 76,000 square miles, about the size of South Dakota. Dakar, the capital, has a population of 300,000.

The country is predominantly agricultural; the primary crop is peanuts. Rice, millet, and cotton are grown in river areas of the north and south. Phosphate is the chief mineral export. Chief ethnic groups are the Wolofs, Sereres, Peuls, Toucouleurs, Mandingues, and Diolas. Islam is the religion of 80 per cent of the people.

Failure leads (you guessed) to happy end

By Julianna Free

Rufisque, Senegal

This article is dedicated to all the unheralded statistics in the Peace Corps Report — to those Volunteers who have fought a good fight against overwhelming odds . . . and lost.

Having dabbled in dramatics since I portrayed "Mother Pumpkin" in kindergarten, I was doing the obvious when I decided to present a children's play as my summer project last year. *Gnagna au Pays de Kwa* is a Shakespeare-like blend of the themes of *The Wizard of Oz* and *Peter Pan.* I had not originally intended to author as well as direct my creation, but a day spent rummaging through Dakar's bookstores and finding only *The Three Musketeers* soon convinced me that if I wanted an African children's play in French, I would have to write it myself. So I combined my two favorite childhood plays, a friend translated the script into French, and my students put the last scene into Wolof (the predominant language of Senegal).

Senegalese children are strikingly uninhibited so I was quite confident that the project would appeal to them. But I am stationed in a French-speaking African country where any extracurricular activity other than competitive sports is nonexistent. Only a few of my actors had ever seen a play; none had ever been in one. They couldn't get excited over a performance six weeks away, and I tried not to cry about getting them into professional shape in that short a time.

The project folded before the third week of rehearsal. We had a different cast every day. I expected the typically American overflow of girls; I couldn't find any for even the leading role. The supporting male characters were consistent about coming, but the bit parts—well, how *do* you convince a pirate to come and die daily? So Gary Schenck (East Longmeadow, Mass.), another Peace Corps Volunteer who had been helping me as musical director, transferred into auto mechanics, and I slunk around doing odd jobs until I could leave the country—on vacation, of course.

Gnagna and the cowardly lion meet the lost boys in Gnagna au Pays de Kwa, written and directed by Julianna Free in Rufisque (see story).

My school administrators weren't content to accept defeat, and after my return every office visit ended with the query, "When are you going to reattempt your play?" My first replies were flippant, but gradually the idea took root, I found another musical director, and last February a very skeptical Peace Corps Volunteer embarked on what was sure to be "Failure 1965."

To my amazement, I found that using a girl from the local boarding school assured me of an always-available leading lady, and that the other students, who now had school as a time-habit, were more co-operative. Also, now as their teacher, I could nag and even punish them for skipping rehearsal. I found their retention remarkable: they were off their books in one to seven rehearsals. I kept the "pirates" and the "lost boys" singing and dancing when they weren't fighting to pass the time. Even then I still had a completely new cast of "lost boys" by performance time.

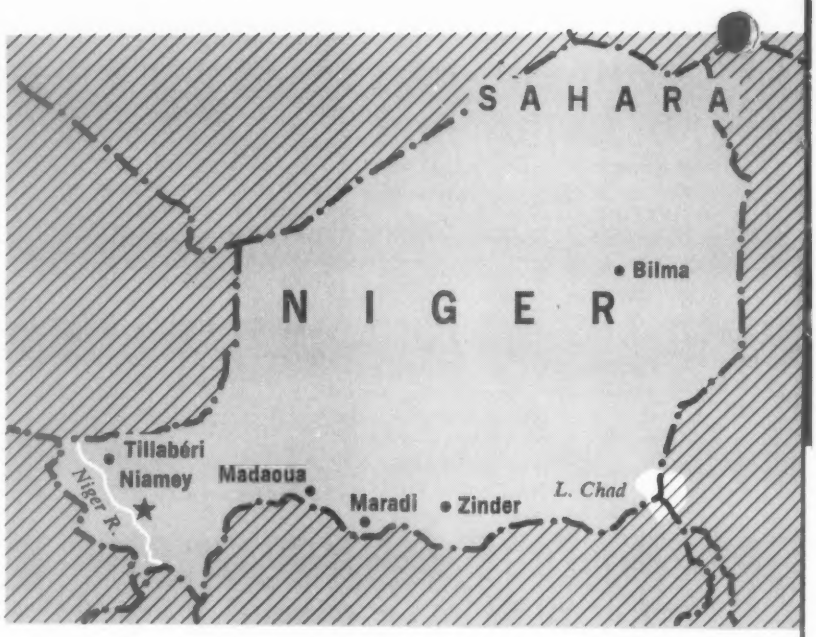
But "Failure 1964" was unmistak-

ably "Success 1965." This first school play had four standing-room-only performances in two days and a "command" performance on the third. This triumph was in spite of the janitor who kept us locked out of the auditorium until 15 minutes before curtain time on opening night, and the Governor's delegate who moved a quarter of the chairs from the "public" auditorium to his house for a party on the second day.

I was as surprised by my play's success as I had been nonplussed by its initial failure. It is one more proof that in the Peace Corps dictionary, success is spelled t-i-m-i-n-g.

[*Julianna Free has sent copies of her play,* Gnagna au Pays de Kwa, *to other Peace Corps projects in French-speaking Africa. Volunteers may obtain them through Representatives.—Ed.*]

Peace Corps Volunteer Julianna Free (Yarmouth, Me.) has been teaching English in Rufisque, Senegal, since September, 1963. She received a B.S. in English from the University of Maine in 1963.



NIGER *PC uses camels in arid land*

Niger is situated on the southern border of the Sahara; its vast northern section, covered by sand dunes, is part of the great desert. The country's climate is excessively hot. Narrow strips some 100 miles wide by the Nigeria border and by the Niger River contain most agriculture and stock raising. The capital, Niamey, is inland about 500 miles north from the nearest seacoast, the Gulf of Guinea. The country is bordered on the north by Algeria and Libya, on the east by Chad, on the west by Mali, and on the south by Upper Volta, Dahomey, and Nigeria. Land area is about 458,995 square miles, or about as large as the states of Texas, New Mexico, and Oklahoma combined. French penetration began in the 1890s, and in 1900 the region was established as a French military territory; in 1922 it became an autonomous territory, and in 1960 gained independence, electing to remain outside the French Community but retaining close ties with France.

The Peace Corps had a rocky beginning in Niger.

In September, 1962, a group of seven Volunteer English teachers arrived in Niamey after training at Howard University in Washington, D.C. They soon found that the French-administered school system would allow them to teach no more than a few hours a week. What to do the rest of the time?

Some turned to coaching and adult classes. Attrition from illness and other repatriation reduced the number of Volunteers to four.

In February, 1963, nine agricultural Volunteers arrived in the country, and the picture brightened. These early pioneers have since completed their service, and there are now 42 Volunteers in Niger who arrived last September.

They are working for the ministries of rural economy, health, youth and sports, and education. Some are located in the three administrative centers, Niamey, Maradi, and Zinder, while others work in small rural villages.

All the Volunteers use French as their primary means of communication, and most have learned the local dialects. Housing, furniture, and transportation are supplied by the Government of Niger. A number of Volunteers have bought camels and horses on their own.

An arid land, the country has no exploited natural resources (geologists have found iron ore near Niamey and believe rich oil and gas deposits underlie the land) and depends almost entirely on its peanut crop for cash income. Historically a crossroads for the caravan trade from the Mediterranean and a highway for population movements throughout the Sudan, Niger today still has blue-veiled Tuareg tribesmen wandering the desert in camel caravans; in the east are nomadic Toubou people. The Kanuri, a people whose ancestors came from a number of tribes in the Lake Chad region, inhabit the southeastern portion of the country.

The largest tribal group is the Hausa, the traders of West Africa,

At Niger's only school of nursing, Gail Singer (Elmhurst, N.Y.) gives a demonstration in practical techniques to some of her 60 male nursing students.

Bob Garland (Dowagiac, Mich.) and returned Volunteer Leon Selle (Ambrose, N.D.) work on a concrete well built by villagers.

many of whom are descended from the Hausa of Nigeria. They moved north to escape the jihad—the series of Islamic wars that spread over Africa.

Today an estimated 70 per cent of the people of Niger are Muslim. The religious wars at the beginning of the 19th century occurred largely in what is now northern Nigeria, and Islam came peacefully to Niger.

The Government is well aware of the country's weak financial position and has fought a determined battle to balance progress with economic stability. The country has moved cautiously in its development, building slowly from the ground up rather than investing in grandiose and costly projects.

A good example of this method is the semiprivate agricultural co-operative, the Union Nigerienne du Credit et de la Co-operation (U.N.C.C.), which provides farmers with a market for crops and with credit to buy seeds and tools.

Peace Corps Volunteers are working as co-op agents, permitting the U.N.C.C. to establish a solid base while training its own agents. Expansion of the co-op movement has been purposely retarded in order to insure solid foundations. Volunteers live and work in rural agricultural centers, demonstrating equipment, buying crops, and auditing financial transactions. They live in Nigerien houses of mud brick, often sharing compounds with neighbors.

A second basic program deals with public health. The infant mortality rate in Niger is nearly 50 per cent, and many of the deaths are the indirect result of malnutrition. A sufficient amount of nutritious foods is available in most Niger communities, but, through habit, mothers tend to raise their children largely on a diet of breast milk and millet. Peace Corps Volunteers have undertaken a series of home visits to teach mothers the benefits of a balanced diet which would include meat, eggs, fruits, and vegetables. They also provide information in child care and sanitation.

Instruction in native tongues

French is the national language of Niger, but the literacy rate is less than 10 per cent. In order to communicate better with its people the Government asked UNESCO to design a literacy program. This unique program teaches people to read and write in their own language (Hausa, Djerma, and Tamashek) and to speak basic French. Volunteers act as liaison between the central office in Niamey and the village teachers, supplying them with materials, moral support, and when necessary, instruction in teaching adult literacy.

Volunteers also teach in three agricultural schools, one of which supplies all of the agricultural agents for the country. Three registered nurses are teachers in the school of nursing and three Volunteer women serve as physical-education instructors in the country's schools. Several Volunteers work under the auspices of local governments supervising the construction of wells. Local villagers supply the labor for the construction of the wells, which were designed by a technician of the U.S. Agency for International Development. Two Volunteers serve as secretaries in the Peace Corps office in Niamey.

A new group of Volunteers will come to Niger in October, chosen from 42 Trainees now at Southern Illinois University. They will be assigned to agricultural and adult-education work.

A day on the Madaoua literacy front

By Peter Easton

Madaoua, Niger

Peter Easton and his Nigerien counterpart Abba Aboubacar (second from left) distribute literacy materials in Niger's "war on ignorance" (see story).

One hot dry-season evening I closed up my house and walked up the mud streets of Madaoua to a small white building that is the regional headquarters of Niger's adult literacy campaign, or the "war on ignorance" as the Hausa language more colorfully puts it. Waiting near the office was a weathered blue Jeep and standing over it, oil gauge in hand, was my Nigerien counterpart, a teacher just recruited to help on the Madaoua front.

It was time to leave. We gave the Jeep a sympathetic inspection, wedged in our suitcases and the last few lamps and brochures, and bounced out of town.

As twilight approached, clerks and Government employees were going home and others were moving outside into the cool of late afternoon. We stopped at one, two, three villages on a zig-zag course, leaving kerosene, books, and encouragement with the young teachers, passing on news and hearing reports of their nightly classes. Most mentioned attendance problems. Of the numerous adults—up to 80 to a center—who turned up in January to learn to read and write their native tongue, to learn arithmetic, and to speak simple French, there remained less than half. Some left the dry land to seek seasonal work abroad; others lost interest or never quite saw the use. At the first stop my counterpart suggested that the instructor convene the village council and try persuasion; at another we promised to return to speak to the villagers ourselves. At the last stop we picked up a broken lamp.

Then, as people about us finished evening prayers and turned to suppers of millet cake and gravy, we turned north through the sand, past a long camel caravan, across a shallow spring-fed lake, until Tabotaki came into view. The sky held enough of its last blue and orange light—beautiful recompense for a hot day—to make out the village and its sprawling market spread out on a rocky plateau. A cordon of shouting children brought us into town. There in front of his compound was our teacher, an inspector of hides assigned to this desert-edge market. Yes, he said, class will be held tonight, but not in the literacy shelter. That structure burned down, so an empty compound has taken its place. No, no problems except continued lack of a film-strip projector to teach French. The men of Tabotaki were staying with their studies.

That night they paced through the week's lessons for their occasional visitors. The instructor helped them write their names, taught them new syllables of written Hausa, and then—with the sort of pure and unexpected inventiveness which keeps this campaign running—tackled sans materials a spirited French lesson, dramatizing and drawing in chalk the images he couldn't project. Old men and young took up the refrain, volleying back answers and chuckling at one another's mistakes.

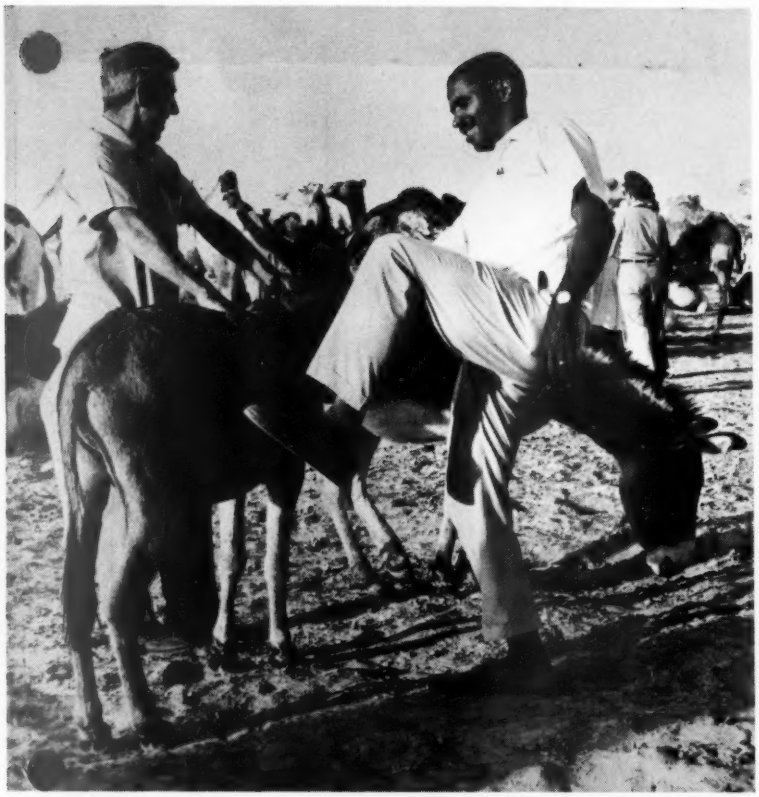
The class was over in two hours. We greeted and congratulated the adults and stayed on half an hour to give their teacher a few suggestions. And then we climbed back into the Jeep for the last leg of our journey.

We talked while the Jeep labored south through the sand—talked of methods and results at Tabotaki, of failing attendance and what it takes to bring a village elder to school.

The idea that literacy is essential to development launched this young republic on ambitious plans of adult education. Peace Corps Volunteers were invited here to swell out the ranks of the campaign and allow it to move forward on course, even while awaiting the training of further national staff. But we discovered an even more challenging task to be that of helping our Nigerien counterparts, by question, suggestion, and daily work, to find in their warmly human country the elements of a program that will speak to their illiterate people as a purely European import never could. This is a work of diplomacy and linguistic gymnastics—admixed with some auto mechanics and physical endurance—which never ceases to be fascinating, even when it ceases to seem possible.

At 1 a.m. without the Jeep having so much as coughed, we pulled into the administrative outpost of Bouza and called it a day.

Peter Easton (Glen Ridge, N.J.) received a B.A. in American studies from Amherst College in June, 1964. While in college he served in an Operations Crossroads Africa group to Guinea.



In the oasis town of Bilma, Niger, C. Payne Lucas, Peace Corps Director, demonstrates correct mounting techniques to U.S.A.I.D. Director Al Baron.

C'est du progrès au Niger

By Tom Hale

Tillabéri, Niger

The 43 Volunteers who arrived in Niamey last September in the third Peace Corps group to Niger had been told they would be undertaking a difficult assignment. Niger, a landlocked, semi-Saharan country, is one of the least developed of West Africa's newly independent nations. The rugged climate and the isolation would combine to undermine the morale of the new Volunteers, warned the Peace Corps staff.

After nearly a year the Peace Corps project in Niger is still in good spirits, a little worse for wear but determined to assist in the effort to change the traditions which tie most of Niger's people and her economy to the past.

All illusions Volunteers may have had about building tangible symbols of progress have by now been trodden under by the daily routine of teaching nutrition and child care, demonstrating animal-drawn agricultural equipment, or delivering another bundle of booklets to a rural-village adult-literacy class. Most Volunteers have managed to adjust to the desert heat, the living conditions in locations sometimes hundreds of kilometers from the nearest town, and the limited variety of local food and high cost of imports, clothing, and hardware in the small but growing capital of Niamey.

In spite of these handicaps Volunteers continue their work at up-country outposts in Niger. And there are some diversions.

For example, hardly a Volunteer working with agricultural co-operatives has escaped the shattering arrival of Peace Corps Director C. Payne Lucas at some distant village market. Lucas, a fervent advocate of learning the local language, at first invariably greeted the village chief with a hearty "goodbye" —usually in the wrong dialect.

Most Volunteers have made a special effort to learn either Hausa or Djerma, and many can handle themselves in any situation with a dialect, while a few speak the local language fluently.

Another problem is the inferiority complex bred by the proximity to Nigeria, a comparatively wealthy country on Niger's southern border which boasts 15 times as many people and a modern capital city. Nigeria is a well-known West African nation, but try to convince an American friend, relative, or magazine-subscription agency that Niger is a different, independent country. Only Allah knows how much mail from the U.S. is filed in the dead-letter departments of Niger's neighbor to the south.

Transportation has been another problem. In the wake of a new Peace Corps policy limiting the distribution of vehicles, many Volunteers have purchased horses or camels. Those who got new jeeps discovered that maintaining a vehicle on the country's washboard roads imposed certain obligations, usually repairing tires. Niger's dirt roads are regularly smoothed by a tractor which drags a wire brush, and half-inch brush slivers which break off in the road find their way into Jeep tires with alarming frequency. While no one has approached the Peace Corps-Niger record of 11 flats in one day, several Volunteers are now considered *agrégé* (adept) in the fine art of flat-fixing.

Despite a few gripes about the minor problems of life in Niger, most Volunteers are encouraged by the signs of progress—a group of farmers learning to use steel plows they have purchased with the aid of a Government-sponsored credit program; a villager reading the provisions of a loan-repayment form thanks to adult-literacy classes; a rural mother permitting her child to be treated at a local clinic; and Director Lucas greeting village chiefs using the proper salutation in the right dialect.

C'est du progrès au Niger.

Tom Hale (Lexington, Mass.) has a B.A. in French from Tufts University, where he was editor of the college newspaper.

GUINEA

A value on personal dignity

By Henry R. Norman

Conakry, Guinea

There is much to be proud of in the Peace Corps' first two years in Guinea, but little to shout about. To a realistic Volunteer the things to do far exceed what has been done.

After completing two years of service, the 18 Volunteers in agriculture have not succeeded in changing the agricultural picture much in Guinea. The 90 per cent of the population involved in agriculture is still unable to produce enough surplus rice to feed the other 10 per cent. There is still a protein shortage in the forest region. Regional farms still produce at a loss.

The 24 English teachers completing service cannot claim to have produced a generation of English-speaking Guineans. Six social assistants have not succeeded in revolutionizing the care given to expectant mothers or newborn children in the clinics in which they have worked.

The Guineans like and respect Volunteers, and personal relationships are excellent, but the U.S. still takes a daily beating in the press and on the radio.

Visitors to Guinea frequently ask if it is really possible to operate effectively here at all. They cite the lack of materials and supplies for projects, the erratic availability of food which necessitates a stock of forest rations in Conakry, the constant gasoline shortages which frequently bring Peace Corps vehicles to a complete stop for extended periods of time, the lack of reliable communications, the axle-busting roads, and so forth.

There is no denying that after two years in Guinea the same question is posed repeatedly by each Volunteer and staff member. My feeling is that Guinea is the sort of place in which the Peace Corps belongs.

The answer to why the Peace Corps belongs here is best understood by examining how Guinea obtained its independence.

"We prefer poverty in liberty to riches in slavery. We will never surrender our just rights to independence," Sekou Touré told French President Charles de Gaulle when the latter visited Conakry in 1958. De Gaulle was travelling throughout France's vast sub-Sahara empire explaining the new constitution, the French Community it would create, and the referendum to be held in which the colonies could vote for independence or membership in the community.

Stung by Touré's statement, De Gaulle replied, "You want independence. You can have it by voting 'no' on September 25." Vote "no" they did, 1,136,000 to 56,000. Guinea was the only colony to choose the road of total independence. The French withdrew all support and personnel.

These dramatic events and their consequences are the central facts of life in Guinea. To ignore them is to insure failure. To recognize them and work within the context of the limitations they impose will insure a surfeit of frustration, but also a rewarding sense of contribution to a brave people who have deliberately taken a difficult road to development as an independent nation. They are maddeningly jealous of their independence, and one often wonders if it is really possible for any country to be as independent as Guinea wants to be.

There are no European tutors to instruct each civil servant in his duties. There have been none since independence. All foreign aid-missions, whether from East or West, are welcome and appreciated. However, their presence will not be tolerated for 24 hours longer than they are needed. Whatever the motives of those who give help, the only motive the Guineans have in accepting is to develop their country. President Touré once said, "We value our personal dignity more than the lining of our pockets."

What can the Peace Corps contribute to Guinea?

The Government has asked for many more Volunteers, particularly in agriculture. The Peace Corps is now moving into activities in which we can make substantive contributions.

After a year of effort, an agricultural school staffed by Volunteers and Guineans and supported by the U.S. Agency for International Development has been established at Tolo near the city of Mamou. It is designed to graduate agricultural-extension workers rather than agricultural bureaucrats.

The Volunteers in agriculture set up six poultry projects which are now running at a profit. They are ready to move into the stage of setting up village poultry co-operatives.

Other agricultural Volunteers have

Gwendolyn Dillard (Chicago), in white at Dabola, Guinea, as Mary Lou Callahan

Guinea, before independence in 1958, was a French Overseas Territory. The French came to Guinea in the mid-19th century, and completed their domination by 1911 with military action against tribal chiefs and diplomatic settlement with other European powers. The country, with 96,865 square miles, is about the size of Oregon. Situated on the southwestern edge of the great bulge of West Africa, it is surrounded by Sierra Leone and Liberia to the south, Mali and the Ivory Coast to the east, Portuguese Guinea and Senegal to the north. Climate is generally tropical, with two rainy seasons; upper Guinea has only one rainy season and greater variation in seasonal temperatures. Population was estimated in 1963 to be 3,357,000, with about 113,000 living in Conakry, the capital. The population is more than 90 per cent rural. Most important ethnic groups include the Foulahs (called Peuls by the French), the Malinkes, and the Sousous. The majority of the people are Muslim. French is the official language. Most of the people depend on subsistence agriculture. Guinea has important deposits of bauxite, iron ore, and diamonds.

n white at Callahan

left, haggles over prices in the noon market in (Vermilion, Ohio) looks on. Both are teachers.

James Kutella (Stevens Point, Wis.) operates a mixer as an assistant reloads cement for a foundation of a palm-oil plant in Wongifong, Guinea.

improved and repaired existing irrigation systems that had deteriorated. Social assistants have received urgent requests from their regions that they be replaced when they leave. Peace Corps teachers make up 60 per cent of all the English teachers in Guinea, and they made it possible for the Ministry of Education to establish a complete English-teaching program for the first time since independence. In two years, Peace Corps teaching programs will be phased out as Guineans take over.

The philosophy and manner of operation of the Peace Corps are particularly suited for Guinea. Personal relationships are of extreme importance to the Guineans. A Volunteer's presence in one place for almost two years, and his responsibility to become a part of the community, assures the development of the personal relationships which in turn make it possible for him to be effective.

Henry Norman has been Peace Corps Representative in Guinea since 1963, when Volunteers first arrived in the country. At 35, he is one of the youngest Representatives. A native of Syracuse, N.Y., he received a B.A. in political science from Western Maryland College, Westminster, Md., then obtained a law degree from George Washington University. Before going overseas he was a lawyer with a Syracuse firm as well as minority leader of the Onondaga County Board of Supervisors, the county legislature. He is married and has a daughter.

There's oil in Guinea's lowland palms

By Richard Spencer

Wongifong, Guinea

I came to Guinea as an agronomist, but instead I struck oil—palm oil.

The palm-oil project, which began as an operation of the U.S. Agency for International Development before my arrival, was designed to aid the Guinean Government in exploiting the groves of palm found in lower Guinea. The goal was to divert the money spent to import cooking oil.

The initial operation included a pilot plant housing a hand-operated hydraulic press which could process two and a half tons of fruit per day. It was located in the village of Kagbalé in the Dubreka region, an hour's drive northeast from Conakry by a rutted

In Gueckedou, Guinea, Volunteer Tom O'Toole (Adrian, Minn.) instructs a co-worker on operation of a pump to irrigate garden.

dirt road. The bright-orange fruit is cooked, pounded, pressed, and clarified. The strong-tasting dark oil is pressed from the pericarp, and a higher-quality oil is extracted from the kernel.

The most important factor in oil production is regular supply of raw material. The fruit comes from the wild groves which traditionally belong to the villagers.

Enter the Peace Corps Volunteer. My first task was to go with an interpreter to village-council meetings and arrange for the climbers of each village to deliver fruit on a particular day of the week.

At first, the supply of fruit was chronically inadequate. The villagers were reluctant to climb because of the time needed to plant or harvest more important crops. The price offered for the fruit was low, and in addition there was a general distrust of our motives. The women customarily hire a climber to cut enough fruit to make oil for their own use and a small surplus for the local market. Moreover, payment in money for the fruit was not enough of an incentive for the villagers, who needed products not available at the local market place.

With these problems, the collection tours continued. Each day included a round of seven or eight villages. Although the day of collection had been agreed upon by the council, climbers were usually unprepared or absent. The collection had to be done in the presence of the village president, and the weighing and paying for the fruit was accomplished in individual transactions carried out and recorded in both French and Sousou.

At mid-season the climbers agreed to form co-operatives for the purpose of easing collections and to allow them to receive goods in exchange for fruit. Forming the co-operatives meant long meetings, elections, careful attention, and more meetings. At the end of the season, after a year of trial and error, the palm groves began to represent to the villagers a potential source of income.

The pilot plant itself, however, did not prove to be a paying operation. Long distances to the villages made transportation about half the cost of the operation. This meant the market price of oil would be higher than people could pay; a subsidy would result in a lower price for the fruit.

The solution was to reduce the size of the plant and move to a location more central to the fruit-supplying villages. This plan will also allow future Volunteers, who will help build new plants, to live in the villages and assist co-operatives, encouraging greater participation of the villagers for whom the plants are built.

Now at mid-season of the second year of operation many of the problems of collection remain, but the village committees are approaching the daily capacity of the pilot plant (now directed by a Guinean). Interest in the villages builds as bicycles, mosquito-netting, cloth, pots, and pans reach the people. Volunteers who take over the work when I leave will be building and organizing the operation of 50 new plants requested by President Sekou Touré.

Richard Spencer (Oak Park, Ill.) has a B.A. in history from the University of Illinois.

IVORY C

Volunteers wo

The Ivory Coast has been host to the Peace Corps since September, 1962, when the first group of Volunteer teachers arrived in Abidjan.

At mid-summer this year there were 55 Volunteers at work in the country, divided between 37 secondary teachers and 18 *animatrices* (animators or "quickeners") working in *foyers féminins*—women's education centers.

The *foyer féminin* program of the Ivory Coast Government has centers located in most of the large and medium-sized cities and towns of the country. The Volunteer women in the program teach French, literacy, arithmetic, sewing, hygiene, child care, and nutrition to women who usually come to class with babies on their backs.

Next year, Volunteers will help staff 22 *foyers*. In addition, 10 women will initiate a new program of adult education for the women of small forest villages, where only one or two people out of 500 speak French. The Volunteers are now studying Baoulé, the language of the area in which they will begin this first attempt by the Government to teach *foyer* subjects in the deep forest.

One of the more interesting Volunteer experiences has been that of Dianne and Dale Hart, who are living in Bouaké, the second city of the Ivory Coast. Dale teaches physical educa-

Dale Hart, whose wife teaches in a foyer féminin position in pole vault; he teaches physical educati

COAST

work in foyers

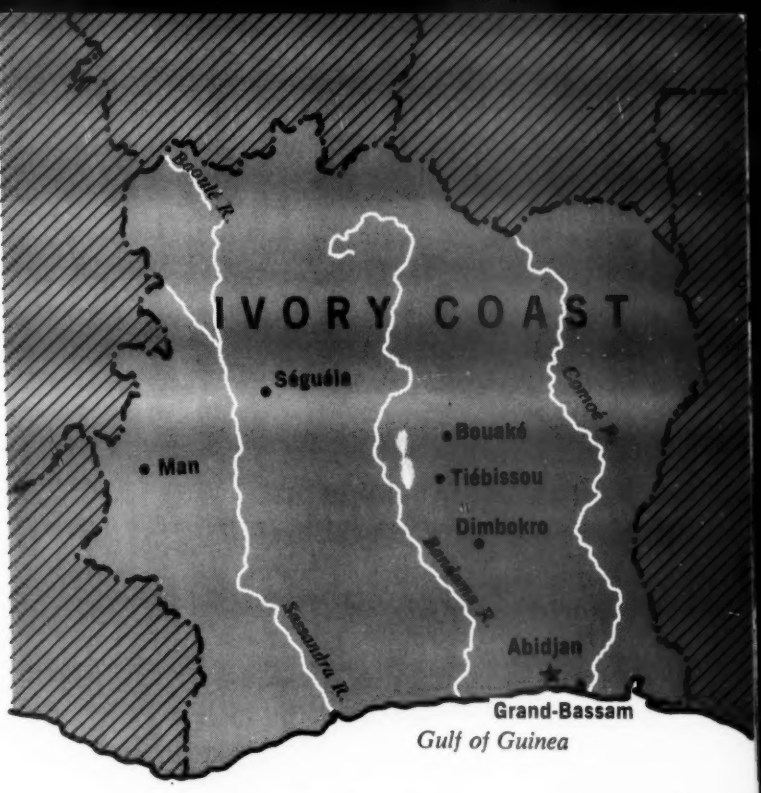
tion at Bouaké's Lycée Municipal; Dianne, as an *animatrice* in one of the city's three *foyers féminins*, has been judged *sympathique* by the women she teaches reading and hygiene, because she shares their most absorbing interest—babies.

Dianne and Dale are the first Peace Corps parents in the Ivory Coast. She followed a 35-hour-a-week schedule at her *foyer* almost up to the day that Nathan James ("Kouakou") Hart was born, last April. Today, "Kouakou" is probably the most popular member of the teaching community in Bouaké.

This fall, another contingent of Volunteers will go to the Ivory Coast to join the foyer program. Twenty women Trainees are now at Oberlin (Ohio) College; they will be sent abroad sometime in September.

Another Volunteer, Anne Albrink, has been an *animatrice* at a *foyer féminin* in Dimbokro, a coffee center in a Baoulé area where a tongue of grassland reaches deep into the coastal forest. It is in this area that the village *foyer* program will be started next year, and Anne will be one of the pioneers. Three days a week for the past several months she has been leaving her Dimbokro *foyer* and trying a pilot village program along with her *directrice*, gathering experience to pass along to the Trainees at Oberlin College.

féminin (see story), corrects a student's education at Bouaké's Lycée Municipal.



The best visual aid in Bouaké

By Dianne Hart

Bouaké, Ivory Coast

Early Thursday morning, last April 8, I awoke remembering what Dave Davidson, the Peace Corps doctor, told me long ago: "You'll probably have the baby April 8, since that's my birthday!"

Two hours later my husband, Dale, transported me by Vespa to a small French clinic here in Bouaké. Nathan James arrived that afternoon. He was born by what we call "natural childbirth." The entire experience was simple and swift. This is how most of the French and Ivoirien babies are born here. In fact, childbirth is so natural for my Ivoirien ladies that many of them tell me they have had to deliver their babies themselves, as they didn't make it to the maternity clinic in time. One little lady delivered her baby on the street at 2 A.M. while she and her husband were looking for a taxi.

Being a mother has raised my status one step higher in the eyes of my students, who love babies. Whenever they greet me now, they always ask, *"Et le bébé?"* (and how's the baby?) instead of the usual, *"Et Monsieur?"* Before I resumed my work at the *foyer* they would come by to see the baby, whom they like to call "Koua-

The Ivory Coast, formerly a French Overseas Territory, gained independence in 1960. With a 340-mile southern coastline, it is bounded on the north by Mali and Upper Volta, on the east by Ghana, and on the west by Guinea and Liberia. The country, occupying 127,520 square miles, is about the size of New Mexico, and has a population estimated at 3.5 million. There are some 60 tribal languages, but French is the official tongue. Abidjan, the capital, is regarded as one of Africa's most attractive cities, surrounded by lagoons and displaying modern tropical architecture in commercial and residential areas. Much of the country is covered by dense forests, which merge gradually with grasslands in the north. An estimated 24 per cent of the people are Muslim, 12 per cent Christian, and the remainder animist. The country is Africa's largest producer of coffee, and also exports large quantities of cocoa, hardwoods, and bananas.

kou," the local tribe name meaning "born on Thursday." Some even brought gifts. The local Ivoirien custom is to offer either soap or money to buy soap.

And of course with every visit I got more advice on how to take care of the baby. Ivoiriens rarely let babies out of their sight. They are amazed to discover that Nathan has his own bedroom. I'm sure some think we're a little strange.

Another cultural difference is the position in which the baby sometimes sleeps. An Ivoirien mother would never dream of placing the baby on his stomach. When they see our little one lying in this position, they never hesitate to tell me how dangerous this is—they are certain he will strangle himself.

An Ivoirien baby never has a chance to cry. He is always given immediate attention. I am told that if a mother lets her baby cry at all, the rest of the family, and sometimes the whole village, groups together against her, and physical blows may be exchanged.

The women start carrying the baby on their backs as soon as the umbilical cord has fallen off. And the baby's view of the world is seen from his mother's back for most of the first year. Koffi, a *foyer* lady, has shown me how to transport him properly on my back, and now and then we take a leisurely walk together to the marketplace. Her baby is one and a half years old but is still carried on Koffi's back most of the time. He also continues to nurse—with a full set of teeth.

I have begun teaching again, and I take "Kouakou" with me. He is the best visual aid I could want for teaching child care. Besides child care, we study hygiene, French, reading, writing, arithmetic, and general homemaking skills. My greatest satisfaction in teaching hygiene has been seeing some of my students boiling their drinking water. It's a triumph each time a woman comes over to say, "My family hasn't been sick for three weeks. I think I'll keep on doing it your way."

Koffi, a typical example of a *foyer* lady, is about 26 years old, as far as she knows. She has four children and is one of two wives of a functionary who works in a local government office. It was her husband who first encouraged Koffi to come to the *foyer*. In fact, whenever she is very angry with him, she threatens not to attend classes the next day. Koffi speaks better French than most of the ladies so there are few communication problems. She brings her little boy with her to class, and he plays outside or tries to help his mother in class. He often interrupts her to nurse.

Why does Koffi come to the *foyer?* Having had no formal education, she wants to learn reading, writing, and maybe a few homemaking skills. Then maybe she can go home and feel as if she is beginning to bridge the wide educational gap between her husband and children and herself. Little by little Koffi is beginning to recognize words and even short sentences. But even more important, perhaps, is that she is becoming aware of the dignity of her role as wife, mother, and homemaker.

Dale and Dianne Hart (Versailles, Ohio) have been in the Ivory Coast since September, 1964. He received a B.S. in physical education and health from Ohio State University in 1963; she majored in French at Miami University, Oxford, Ohio, for two years, then transferred to Ohio State University. They were married in August, 1963.

Dianne Hart answers questions in one of her literacy classes at the foyer.

Ken Kressel, a teacher in Séguéla (see story), b
cloth that is draped to form the typical garment

Mangoes from 'Ralph' and 'Abe'

By Kenneth Kressel

Séguéla, Ivory Coast

What follows is a series of excerpts from a diary I have been keeping since I arrived in Séguéla nine months ago. I have added some comments to put these particular moments of ennui, elation, or what have you, in some kind of perspective.

Saturday, Oct. 17—Teaching English grammar is not my forte. I am beginning to wonder if I like teaching at all. I cannot honestly say that I look forward to stepping into that classroom. So far I have had only minor disciplinary problems, but there are signs of trouble on the horizon. Today I made one poor fellow stand up and repeat aloud five times in English, "I am an idiot." Not exactly Peace Corps.

True, the child persisted in saying "he speak" rather than "he speaks," and in the face of all my edifying examples. But this was obviously not the right approach. The first few weeks of teaching presented a whole set of problems, not the least of which was that I had never taught before.

story), bargains for a **pagne**, a length of garment for people of the Ivory Coast.

For these first few months I held my classes in converted warehouse storerooms that differed only in the pedagogical hazards they presented. One was a box-like affair with one tiny window in the upper right-hand corner, a blackboard which was continually falling off the wall, and a mean temperature of 100 degrees. In such surroundings I lulled them to sleep with tales of the present progressive. Not even the flies seemed to care.

Thursday, Nov. 12 — The new house: just moved in. My bathroom window is strategically placed in front of the toilet and shower, giving two-thirds of Séguéla a lovely view of the toilet habits of a typical American. The landlord has taken a special fancy to me. He keeps referring to me as "the American professeur." *Today he offered me a* cadeau *of a big papaya.*

Sunday, Jan. 31—There are times when there is nothing I'd rather do than teach here. On those days I can sense the feeling of power and joy that comes from opening locked doors to young and eager minds. There is an electricity and happy tension in the air—a magical bond of camaraderie that is equal to that found in any physical adventure. How do I do it? Damned if I know. Luck and the gift. The problem is to substitute knowledge for luck, and this I am not equipped to do.

These were the good days when I could indulge in self-criticism with the confident, somewhat cocky feeling that I was doing the job. These were the days when "Ralph" and "Abe" (names I had distributed in the first week to avoid the confusion of dealing with the likes of Kouassi Kouami, Kouassi Kouakou, Kouakou Konan, etc.) came by to give me some mangoes—the African equivalent of an apple for the teacher; when everyone seemed to grasp my somewhat hysterical concern that object pronouns not be confused with subject pronouns, and when I overcame the cultural barrier involved in using texts with such formidable and, to African students, inscrutable chapter headings as "Mr. Wilson Needs A Study," "At the Opera," and "Disaster In the Bathroom."

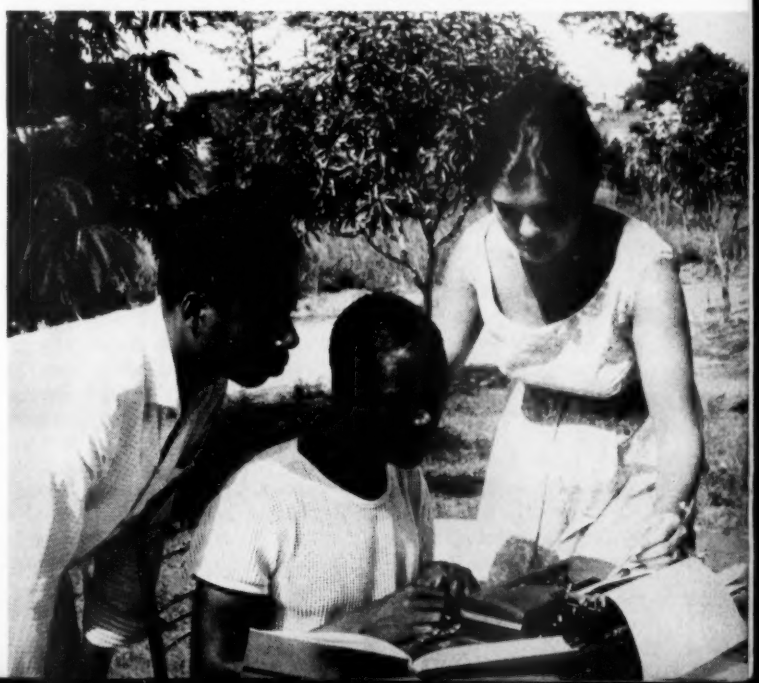
Friday, Feb. 19—Even our "noble" efforts—the Peace Corps—are characterized by nothing so much as their dullness; the day to day encounter with poverty, heat, and reluctant minds (and how different from what I had imagined). What we need is a philosophy—not of high adventure à la Conrad or St. Exupery—but of dullness; a philosophy which will satisfy our craving for accomplishment and a certain nobility while we are faced with tedium, fatigue, and the desire to sit down and dream of all the fine things that can be done. And this, after all, is one of the reasons I joined the Peace Corps. But the solution was not entirely satisfactory. No crashing of guns, no booming of heavy seas against our frail ship, no firm resolution in the face of death. But instead—an English classroom, a hot African town, and the relative pronouns "who" and "whom."

I don't remember what occasioned that burst of quiet passion, but it wasn't culture shock anymore. Perhaps it was another difficult day in the classroom or a blistering afternoon when I wanted a cold beer and the blasted kerosene refrigerator wasn't working again. Probably it was just the accumulated effect of living among children with stomachs swollen from malnutrition, of seeing too many women bent and shrivelled far beyond their age, of living too many days with the heat, the flies, and the sounds of a strange language.

At other times, sitting before my house watching the young *functionaires* (government clerks) go by in their pointed Italian shoes and tapered trousers, holding their transistor radios with the sound of Chubby Checker extolling the virtues of the twist, I think resignedly, *"L'Afrique c'est le Brooklyn."* It isn't of course. I wouldn't boil and filter my water in Brooklyn, the sun doesn't beat down all the time, the sound of *futu* being pounded is never heard — and I wouldn't get an occasional mango from "Ralph" or "Abe" either.

Kenneth Kressel (Astoria, N.Y.) has a B.A. in psychology granted in June, 1964, by Queens College, Flushing, N.Y.

Julia Cavan (Wahlawa, Oahu, Hawaii), helps a student write a letter at the Cours Complémentaire, Tiébissou, Ivory Coast, where she teaches.



In, up, & out

A series of Peace Corps staff changes in July and August moved some hands in, some up, and some out.

Included were the following:

• **Robert T. Freeman,** a Special Assistant to the Director since April, was named Associate Director for Management. As one of five Associate Directors, Freeman will direct all Peace Corps staff personnel, budget, travel, supply, and administrative functions. He succeeds **Max Medley,** who in turn was appointed a Special Assistant to the Director. A former New York insurance executive, Freeman spent nine years in West Africa where he founded three insurance companies. He has a B.A. from Lincoln University in Pennsylvania, is married and has two children. **Chester R. Lane** was appointed Deputy Associate Director for Management, under Freeman. Lane was formerly head of the Peace Corps Contracts Division.

• **Phillip D. Hardberger** was named Executive Secretary of the Peace Corps, to act as sergeant-at-arms over the agency's several offices and divisions and to co-ordinate the activities of the Director's office. He succeeds **Gerald Bush,** who has taken up graduate studies at Northern Illinois University. Hardberger was formerly Deputy Director of Public Information. A native of O'Donnell, Tex., he holds a B.A. from Baylor University and an M.S. from Columbia University's Graduate School of Journalism. He recently completed studies at Georgetown University Law School. Working with Hardberger as Deputy Executive Secretary is **Jerry Fite,** who served as a Volunteer in Tunisia; he succeeds **Eugene Schreiber,** another former Volunteer now with the Foreign Service.

• **Ross Pritchard,** for two years Peace Corps Director in Turkey, is now Regional Director for the Far East. Pritchard is from Paterson, N.J., and holds B.A. and M.A. degrees in history and political science from the University of Arkansas, and an M.A. and a Ph.D. from the Fletcher School of Law and Diplomacy of Tufts University. He is married and has four sons and a daughter. He is succeeded as Director in Turkey by **David E. Berlew,** who has been on the industrial-management staff of M.I.T. Berlew is the brother of F. Kingston Berlew, Acting Associate Director for Peace Corps Volunteers.

The rain in Tanzania stays mainly in Tukuyu

Tukuyu, Tanzania, August rainfall—126 inches

Once upon an evening reading, while I sat intently heeding,
Many Southern cousins' warnings not to join the Corps,
While I nodded, as assenting, subtly came a gentle hinting
Of some giant's hammer denting, denting in my greenwood door.
"Tis only rain again," I muttered, "Denting in my greenwood door."
"Only this and nothing more."

Even now doth memory sear me, there was roommate sitting near me;
He could hardly help it if he proved himself a boor.
Conversational competition, lay beneath him, scarcely twitching,
Lay in normal dog's position, on the bamboo inlaid floor.
Squalid Peace Corps advertisement, oh this spider-webbed decor.
"Shall I be here evermore?"

Heard again, persistent pounding, oh! the foul incessant hounding
Of the sound, it seemed like wave upon a distant storm-beat shore.
As I listened, I grew braver, how could white man's spirits waver?
When that self-same man doth savor, paragraphs of James Bond lore.
So I rushed to seek the meaning of the thunder at my door.
(To seem mean, I spit and swore.)

Grabbed and turned the rust-knob handle, thrust outside my lighted candle.
"What shape hast thou, oh foulest villain, rapping at my greenwood door?"
Darkness shot me back my answer—darkness nimble midnight dancer,
Gave me back indeed the answer, which I knew had been in store.
"Rain, man. Rain."

—DICK WYNNE (Newport News, Va.), reprinted from the *Bush Review,* published by Volunteers in Tanzania.

• **Thomas H. E. Quimby,** who has been Peace Corps Director in Kenya, is exchanging jobs with **Robert K. Poole,** Regional Director for Africa. Quimby, of Grand Rapids, Mich., joined the agency in 1961 and was the first Director of Recruiting. In 1962 he became Director in Liberia. He holds a B.A. from Harvard. Before coming to the Peace Corps he was political assistant to G. Mennen Williams, who was then governor of Michigan. He is married and has two children. Poole, before coming to Washington, was Director in Malawi. New Deputy Director of the Africa region is **Joseph C. Kennedy,** former research director of the American Society of African Culture.

• **Robert MacAlister** was appointed Chief of French-speaking Africa operations. He was formerly Ivory Coast Director, and has been succeeded there by **Henry Wheatley,** who was Ivory Coast Deputy Director. MacAlister, from New York, came to the Peace Corps in 1963 after serving as legislative assistant to Senator Claiborne Pell of Rhode Island. Before that he served as executive director of the International Rescue Committee in New York City. He holds a B.A. from Bard College, New York, and an M.A. from the University of Chicago.

• **Joseph A. Hays,** recently appointed Congressional Affairs Officer [THE VOLUNTEER, May, 1965] has now been assigned the posts of Deputy Associate Director for Public Affairs and Director of Recruiting. In his new duties he succeeds **Robert L. Gale,** now with the Equal Employment Opportunity Commission.

Japan volunteers begin

The first group of Japan Overseas Co-operation Volunteers entered training in June. Men and women between the ages of 20 and 35 with a minimum of two years of college will be assigned in teams of five to ten volunteers to four countries of Southeast Asia. They will serve in farming, forestry, fishing, medicine, construction, engineering, education, and small-industries projects.

Colombian man waits to haul purchases of customers at Indian market in Bogotá.

'Mr. John' was 'el patrón'

A former Volunteer looks back on his service and tells how he would do it again-differently

By John Hatch

Chiclayo, Peru

When I terminated my service as a Peace Corps Volunteer in Colombia, like many of my colleagues I had reason to believe I had just completed the fullest and most meaningful two years of my life. Raised in a comfortable middle-class environment and endowed with the advantages of an excellent liberal education, good health, balanced diet, multiple recreational and social outlets, employment alternatives, and self-assurance, I was thrust into a new reality in which none of these advantages existed nor could be conceptualized.

In the small *barrio* of El Socorro on the outskirts of the industrial city of Medellín—where I lived and worked and grew for 20 months—I came to know illiteracy, intestinal parasitosis, malnutrition, class discrimination, wage exploitation, unemployment, and a mentality bred of poverty where hope, pride, and initiative had been aborted into a pathetic inertia. Like my fellow Volunteers I came to see these things for the first time. We also learned a new language, ate new foods, suffered new illnesses, absorbed a new culture, gained new friends, and acquired new skills. Certainly our perceptions of ourselves and our perspective of the world will never be the same again. Regardless of what we did—as teachers, nurses, engineers, or community developers—it would be untruthful to say these were not full and immensely profitable years which we spent in the Peace Corps.

Yet granting this, I came away from the experience with a serious misgiving: I regretted that I could not start all over again—the same job, the same community—and do it differently.

"Mr. John," as I was called, was not just a North American who came to live and work in El Socorro; a gringo who had wonderful ideas, called meetings, and organized projects; a foreigner who came around on Sundays to disturb one's only free day of the week with the unreasonable request that one drop everything and cooperate with the *convite* (work day) on the sewer line, the bridge, or the road project. "Mr. John" was far more special than this. He was a local hero (when things went well), a martyr (when things went badly). If he was not a saint, at least he was a miracle-worker in scrounging free lumber, bricks, dump trucks, and bulldozers from the municipal agencies. In brief, "Mr. John" was *el patrón*, the benefactor of El Socorro, and without him the community was helpless.

And that was exactly the problem. "Mr. John" helped El Socorro but he did not help the *barrio* to help itself. Impressive, visible, progress could be seen on the community landscape; but there had been no development in human beings, no change in people's concepts of themselves. Bridges had been built across the *quebrada* (stream), but no bridges built between people, between the community and its annually-elected *junta*, between the community and public authorities or service agencies. Specific needs and problems had been solved, but there was no increase in problem-solving skills. "Community" was still a word, not an idea. There were people who might be leaders—whose potential had remained untapped—but "Mr. John" had been in too much of a hurry to give them a try. Indeed, had I not received a replacement, the community

Dan Dobin (Lawrence, N.Y.) works with a 150-family housing co-operative in Barranquilla, Colombia.

In a two-year-old "invasion settlement" in Cartagena, Colombia, Susan Martin (Livermore, Calif.) has begun a school-lunch program with CARE food gifts.

activity which marked my 20 months, would have largely collapsed. My successor, Volunteer Paul Mathes (Beverly Hills, Calif.), a man of more cautious temperament, preferring to be a motivator rather than a leader, has gone far in proving community development is *human* development. When he leaves El Socorro there is every assurance that the community will continue on its own power with its own human resources. Paul will possibly be remembered as an afterthought when people talk of "Mr. John," and yet it is Paul who will have done the quiet, unspectacular but vitally necessary work to develop the people's self-awareness and self-help potential.

The mistakes I made might be summarized by the word "over-involvement." They are easy mistakes to make. In fact they don't seem at all toxic to many Americans. To be a leader and an organizer, a wheeler-dealer and a pusher, a tangible-results and steady-performance man—these skills loom conspicuously in American life. (And thank God they do, for they have helped to build a great society.) But to transport these assets in our Volunteers to underdeveloped countries—to work with these skills but not teach them patiently to others—is to defeat our goal of helping people to help themselves. If we ourselves fill the vacuum of leadership, initiative, and resourcefulness, we leave no room for the people to develop and learn such skills on their own. And men are not often born with these skills; they are largely acquired in a learning process. Attendance at projects by no means guarantees participation and involvement. The non-involved, they merely follow—stand and watch with inert detachment.

Many Volunteers who are *doers* usually justify themselves with the seemingly logical, good-sense argument that they are "setting a good example." The rationale often runs like this: "I'll get the ball rolling—and once the project is going well I'll turn the reins over to the people. . . ." Peace Corps knows no end to projects that have fallen through, to reins dropped in mid-stream, to crushed expectations of host-country continuity. Why? Because these projects and programs were never the host-country's to begin with; rather they were Peace Corps projects with a curiously enthusiastic yet docile community endorsement.

"Of course! Why not?" say the people, but it is the approval of followers, not participators; it is the endorsement which the underling pays

Peace Corps photos by Paul Conklin

to his superior, a humble and respectful deference to acknowledged superiority. It is not a mutual enterprise among equals.

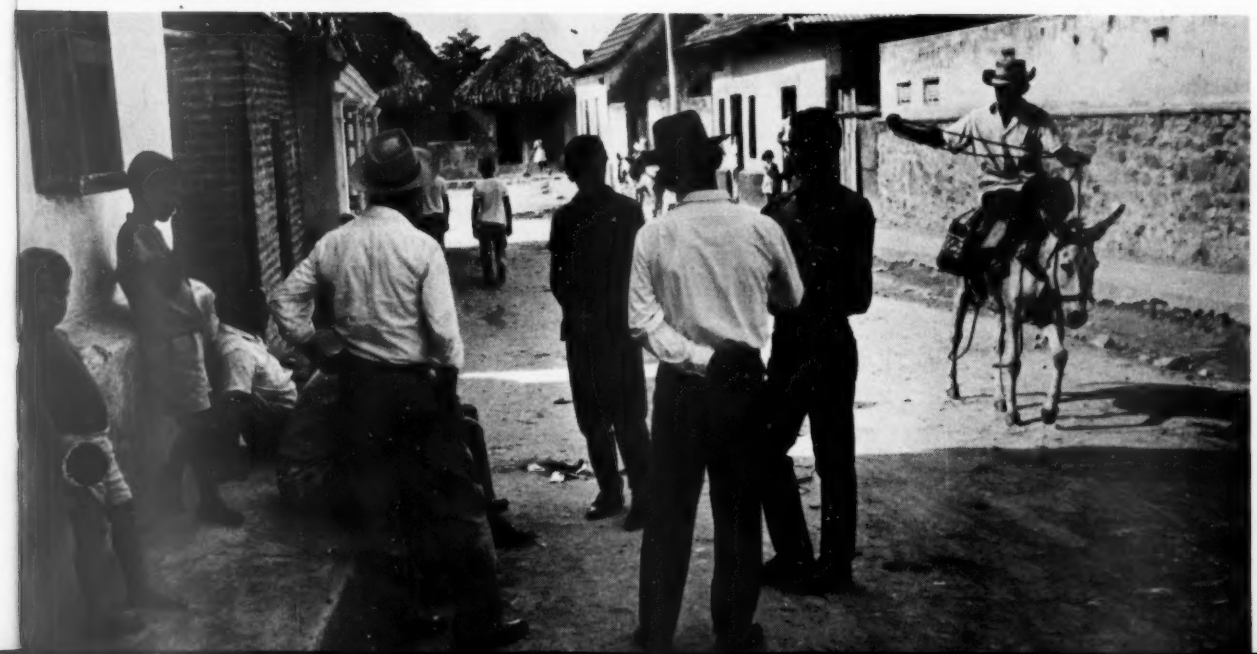
Over-involvement is doubly dangerous because it usually feels so good to be "running the show." To be a *patrón,* to be loved, respected, and followed is good for the ego. It does wonders for self-confidence. And best of all, to be busy—to be *really* busy—is a Volunteer's best medicine. His sense of dedication and commitment is sustained; the impression of movement and progress toward concrete goals is underscored. But keeping busy is no guarantee of forward motion.

And finally, under careful observation, over-involvement is frequently a disguised lack of trust and respect for the people one is trying to help. When a Volunteer continually gives the directions, does the organizing, and maintains the initiative he is in effect saying: "I can do this better than they can." Or, "If I leave them alone with this they'll forget about it, mess it up, delay 'till doomsday . . ." and so forth. While these opinions may be confirmed by abundant evidence, in any case the big leap forward defeats the project from the beginning. Inadequacies in the people must be corrected first, and the best way is to give them an opportunity to be adequate, an opportunity to learn. It may indeed take longer, be less perfect, and waste time; it certainly requires an infinite patience and tolerance for frustration; but *if the people do it* there is growth, there is *human* development.

The 14 months since my termination of service in Colombia have been fast and busy. I served out consultantships in two Peace Corps training programs, got married, and came to Peru where I am currently serving as Regional Director for the north. By coming "on board" again to a new job and a new country, my perspective on Peace Corps service has been greatly enhanced. One might say I have now seen "both sides of the fence," but the metaphor is undignified. A fence should not exist between the Volunteer and the staff; rather, there needs to be a bridge. My role as I perceive it now is community development at a different level. My community now consists of the Volunteers. As for the "development," the process is, and must be, two-directional—a mutual learning and creating through continuing dialogue. The maintenance of this dialogue, I believe, is the foremost priority of my job. It is my hope that I might help Volunteers avoid the mistakes I made. If they make new ones, then that is all right too. It means we are learning and moving forward and doing the job a little better all the time.

John Hatch (McLean, Va.), a Peace Corps staff member in Peru since last March, attended Johns Hopkins University and has a B.A. in political science and English literature, granted in 1962. While in school he spent two summers in Latin America, working in Costa Rica as a salesman and in Colombia as a dairy farmer. He was a Volunteer in Colombia from 1962 to 1964, working in a CARE-Peace Corps community-development program. He is married to the former Andrea Catlett of Whittier, Calif.

In Usiacurí on the Caribbean coast, Charles Harper (Mamaroneck, N.Y.) began a basket-weaving co-op with 40 women previously dependent on predatory middlemen.



In the U.S., ex-Volunteer Edwin Price helps Langgit, his longboat driver in Sarawak, use dictionary. Price arranged Iban youth's study trip to Florida.

Langgit is 'getting progress'

By Edwin Price

Palatka, Fla.

Copper-brown water spilling over the banks of the Rajang River flooding the rice paddies was ample evidence to a young Sarawak boy and me that Borneo's monsoon season was at its height. The constant rain had brought the usually calm river lapping into the hill rice, and now all travel on the jungle's main artery ceased.

Squatting in his *rumah kampong* (farm house on stilts), the small-framed Iban youth, who was called Langgit, jabbered away about the incessant rain, his father's rice fields, and most of all about his ancestral heritage. I was quickly impressed with Langgit, but I had little reason to believe this same young man, imbued with more than average self-confidence and barely 15 years old, would one day come to live in my home in Palatka, Fla., and be warmly accepted as the "sixth brother" in the Price family. I was also unaware at the time that Langgit, son of an Iban chief who still bears tattooed hands symbolic of former headhunters, would soon be my constant companion and longboat driver.

It seems strange, at times, that Langgit (pronounced Lon-yet and meaning "sky" in Malay) should now be in the United States groping with the everyday problems that seventh-grade Americans encounter. But he is here, adjusting rapidly, making new friends, and adapting to the folkways of a small Southern community that depends largely upon the pulpwood industry for its livelihood.

We both miss the rice paddies, the rivers, the carefree nights in the jungle, the countless excursions up and down the Rajang, the festive Iban celebrations, the small talk and gossip of the villages. For me, all of these things remain treasured memories of my two years as a Volunteer in Sarawak. For Langgit, coming to the U.S. was "getting progress," a favorite Iban expression meaning something new has been added to one's life.

Settling down in Palatka has certainly been something new for Langgit. Only an hour's drive away, it is easy for me to leave the University of Florida campus at Gainesville and drive home to see Langgit occasionally. Trips home were frequent at first as I was the only one who could translate some of Langgit's explanations. One day for instance, he told his class it was the custom for his people to eat rocks. Dan, my younger brother, tried to persuade Langgit to forget the subject because he was embarrassed for his newly acquired friend. Langgit remained adamant. He insisted, much to the dismay of his classmates, that he and his family often ate rocks. A few days later I explained to Dan that the Iban did eat what is known as "red rock," a soft sandstone substance that is generally munched on while working.

Langgit's junior-high school teacher is impressed with his Iban student. Spelling is Langgit's best and favorite subject. He studies diligently and memorizes each word. His extreme politeness to people has also impressed the students and faculty, and my brothers tell me he's something of a hit with the girls in his class. I sensed this back in Sarawak when I was host to local friends or British officials at my house in Kanowit.

Bringing Langgit to America wasn't easy. For one thing I encountered the usual governmental red tape that invariably accompanies visa proceedings. My initial plan was to solicit the aid of the influential townspeople of several Iban villages—which I did—and then approach the Sarawak Government leaders who might help me. Assured that all of these individuals would speak up for Langgit when the time came, I proceeded to take my cause before the American Consulate in Singapore. After that it was a waiting game. How we arrived at the decision of Langgit's coming to America is still vague in my mind. I must have mentioned it one day—or else he did—and before long the idea became part of our daily conversation.

Promoting Langgit's venture to a foreign country also had to be taken up with the village elders and Masam, his father. The boy was young, spoke little English, and was only a generation removed from the jungle. Under these circumstances I asked myself whether his coming to the U.S. would serve any useful purpose. Perhaps he would become too "Americanized" and not want to return to his country. There were lengthy evening meetings —kerosene lanterns burning until early dawn — where the village council quizzed their promising son on his intentions of going to another country. Langgit knew each argument well, and his clinching summation always centered around the promise to study

hard and one day return to the Kanowit District.

Langgit and I shared some hazardous experiences in Sarawak. There was the time when a poisonous flying snake glided through an open window striking at Langgit's image in the mirror as he combed his hair; the time our longboat, jammed with 12 children, became lodged in a tree fork 40 feet above the ground when the river suddenly rose to unexpected heights; the several bouts with venomous snakes; and the constant apprehension of shearing a gear or losing a motor prop on an unfamiliar river or stream.

My parents were quick to bring Langgit into the inner circle of the family. Mother, who has all but replaced me as Langgit's tutor, is quietly impressed with the way the newest member of the household labors over his books. It is not uncommon for Langgit to read on long after my brothers have gone to bed. My father, dean of St. Johns River Junior College, is equally proud of Langgit. He is forever taking his "adopted son" to college and civic-club functions where Langgit is asked to demonstrate some of his native skills.

The first time Langgit sat down to a Southern fried-chicken dinner I understood his mixed emotions about having so much food placed before him. In Sarawak a chicken dinner is a rarity served only at special occasions and then sometimes divided among as many as 20 individuals. When time permits, Langgit gets out his Iban relics and—with some apprehension in the neighborhood—shows everyone how to make darts for his blow gun, sharpen his prized swords, or beat out a bongo tempo on a monkey-skin drum. His latest interest is to find a tree large enough to build the family a longboat—a project that has captured the imagination of all my brothers.

The future for Langgit is as broad and exciting as the powerful and sweeping Rajang River we both learned to love as novices finding our way through the jungle. In a recent letter from Sarawak, Masam urged his son to apply himself at his studies, for when he returned he would be responsible for bringing progress to his community. "Father," he replied, "you are mistaken. When I left home I promised to return and help all of the chiefs of our district. They believe in me and I must keep my promise."

In Sarawak, Price, Langgit, and companions maneuver longboat across Ngemah River rapids near Langgit's village enroute to 4-H Club project.

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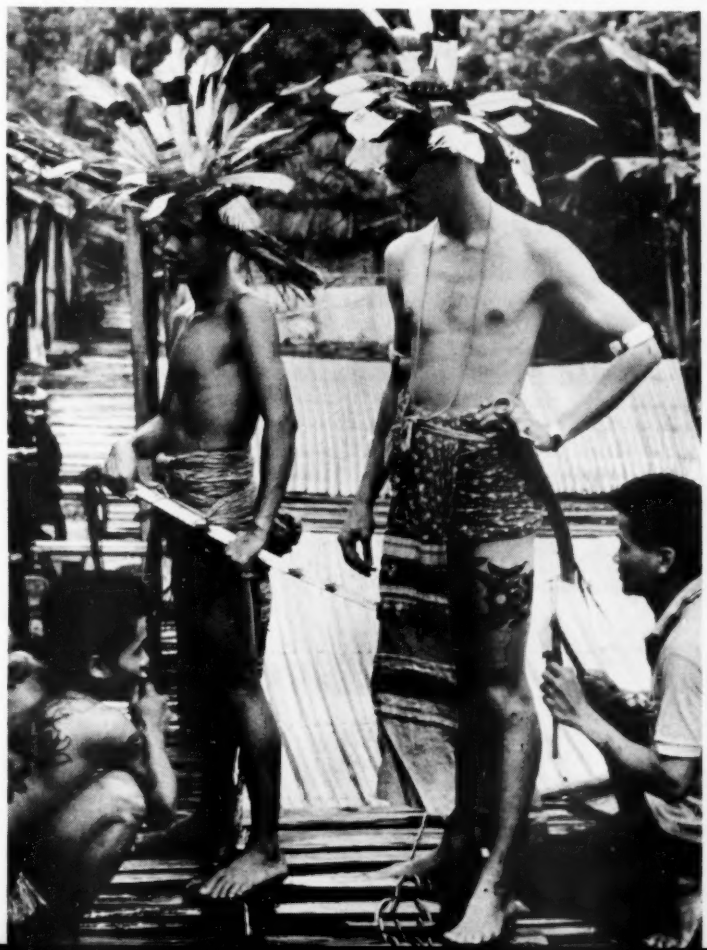
In Iban ceremonial dress Price gets sample tatoos (he later washed them off). As a Volunteer, he urged Ibans to keep old crafts while learning new ones.



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Career opportunities

Each month the Peace Corps Career Information Service sends to Volunteers a bulletin listing post-service career opportunities. Volunteers who are in their second year of service may register with C.I.S. for individual assistance; registration cards are available from Peace Corps Representatives. Inquiries should be addressed to C.I.S. in care of the Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Reprinted below is a selection from the current C.I.S. bulletin, which should be consulted for complete listings and other information.

Education

Career Information Service is developing a roster of returning Volunteers interested in fellowships, scholarships, and assistantships for the school year beginning September, 1966. Copies of the list will be distributed to graduate-school deans, department heads, and undergraduate-admissions directors—many of whom represent schools which have expressed interest in attracting returned Volunteers to their campuses. An application form can be obtained from C.I.S.

Oregon State University's program in international agriculture offers two scholarships for the 1965-66 academic year to former Volunteers. The school has recently been working with Latin American countries, and is particularly anxious to hear from people with a knowledge of Spanish, Portuguese, Japanese, or a Southeast Asian language. Write William R. Furtick, Department of Agronomy, Oregon State University, Corvallis, Ore. 97331.

Teaching

Urban League of Westchester County, New York, operates a placement service (a $2 registration fee is required) to assist teachers from minority groups to find positions in the public schools of the county. The league maintains a current listing of all openings in Westchester County's 47 school districts. New York has been willing to relax some requirements for returned Volunteers interested in teaching in the state. Application forms are available from Mrs. Herbert Mark, Director of Teacher Recruitment, Urban League of Westchester County, Inc., 6 Depot Plaza, White Plains, N.Y. 10606.

Standard Oil Company of New Jersey will accept applications for teaching positions in such areas as Aruba, Venezuela, and Libya for the fall of 1966. Candidates should have a teaching certificate and three years of experience. Write to J. S. Schieferly, Manager, Metropolitan Office, Standard Oil Company, 30 Rockefeller Plaza, New York, N.Y. 10020.

Business

Milgo Electronic Corporation wants to hear from returning Volunteers with technical backgrounds. Founded in 1955, Milgo has been involved in practically every missile program undertaken by the United States with its principal interest being the analog or digital computer. They currently are looking for sales engineers with an electrical-engineering degree who are willing to travel and who have some understanding of data-transmission systems, and they need electronic engineers with experience in either analog- or digital-computer circuitry. They also have a fairly constant need for secretarial personnel. Write to J. Michael McHugh, Personnel Manager, Milgo Electronic Corporation, 7620 N.W. 36th Ave., Miami, Fla. 33147.

Woodward & Dickerson, an export-import firm with headquarters in Philadelphia, would like to hear from returning Volunteers with experience in agriculture and business. The firm—with affiliates in most parts of the world—is looking for people who possess the knowldege and language of the following areas (in order of desirability): Brazil, Latin America, Far East, Middle East, North Africa, Tropical Africa. Applicants should have a background in agriculture (particularly in fertilizers), some knowledge of shipping and freight, be less than 33 years of age, and possess other foreign language ability. A one-year training program in Philadelphia would be necessary—after which frequent travel abroad could be expected. The salary, depending upon experience and qualifications, would be around $7500 initially. Those qualified should write Bayard K. Fox, Assistant Vice President, Woodward & Dickerson, Inc., 1400 South Penn Square, Philadelphia, Pa. 19102.

Government

Agency for International Development has openings for Volunteers with rural-development experience in the Far East. Positions are available in Korea, Laos, and Thailand. In Korea, A.I.D. is looking for assistant development officers to begin a 10-month training program on Aug. 30, 1965. After training, an officer will assist in advising the governor of the province to which he is assigned on all matters of rural development. Prior technical agricultural experience is necessary, and overseas experience in the Far East is valuable. In Laos, an assistant director for rural development who will assist in strengthening local self-government and improving the standard of living of the people is needed. The applicant should have had several years of experience in rural development. A.I.D.'s Office of Rural Affairs in Bangkok is looking for people for a provincial-development officer, agricultural-extension advisers, community-development training advisors, civil engineers, and a rural-youth-club advisor. A 12-month training program is planned with the successful candidates then being assigned to areas in north and northeast Thailand. Send a Federal application form 57 to Charles Ladenheim, Agency for International Development, Far East Division, Room 3316A, New State Department Building, Washington, D.C. 20523.

Other

University of Kentucky, Co-operative Extension Service, would like to hear from returning Volunteers with background in the areas of home economics, agriculture, sociology, and economics. They can always use 10 to 15 home-economics people as home demonstration agents to operate throughout the state. A similar number of agriculture-extension agents are also needed—a college degree is necessary. Eastern Kentucky has numerous programs in community-development work, and there is always room for anyone with interest and experience. Those with degrees in economics are also urged to apply for area-economic developers positions. The minimum starting salary is about $6000, but most Volunteers would be given credit for the work they were engaged in overseas and would receive more. Area-economic developers would start at a slightly higher salary level. Write Dr. G. W. Schneider, Director, Co-operative Extension Service, University of Kentucky, Lexington, Ky. 40503.

Young Men's Christian Association has over 100 openings in program development and youth and camping activities. There are positions available for women. All positions are located throughout the country. Special consideration is given to returning Volunteers in the form of scholarships and fellowships, part-time and summer employment while obtaining advanced education, and employment in challenging positions such as with the Program for Detached Workers in Chicago which deals with problems of juvenile delinquency, gang activities, crime prevention, high-school dropouts, and so on. Starting salaries range to $6500. For more information write Executive for Recruiting, Personnel Services Division, National Council of Y.M.C.A.'s, 291 Broadway, New York, N.Y. 10007.

The Dayton Daily News seeks applications from returning Volunteers interested in careers in journalism. Formal background in journalism is not important; Volunteers with majors in other fields such as English, political science, history, and economics will be considered. Some writing background, however, is important. For more information write Laurence S. Newman, Jr., Managing Editor, The Dayton Daily News, Dayton, Ohio 45401.

Boys' Clubs of America hires full-time professional workers for positions as physical directors, social-recreation directors, educational directors, group-club supervisors, and swimming directors. These are positions for college graduates. Write William J. Lavery, Associate Director, Personnel and Training Service, Boys' Clubs of America, 771 First Ave., New York, N.Y. 10017.

Washington University Libraries, St. Louis, Mo., has positions for assistants in searching, audiovisual, rare books, circulation, and serials. Write to Stephen R. Salmon, Assistant Director of Libraries, Washington University Libraries, St. Louis, Mo. 63130.

Our man in Uruguay

Tony Duke, right, is **the** Volunteer in Uruguay (see "Memorandum" on next page). Here he entertains a gaucho couple with whom he lives near Montevideo. The woman holds a **maté** gourd, sipping the aromatic holly tea through a **bombilla.**

Embassies want speakers

Several U.S. Embassies in Europe are looking for returning Volunteers interested in giving talks on the Peace Corps and taking part in radio and television programs. Particularly wanted are former Volunteers who can speak French or German. Volunteers who plan to study in Europe may want to get in touch with embassy cultural-affairs officers. European voluntary-service programs are also interested in using former Peace Corps Volunteers in their training programs. For more information, write Raymond C. Parrott, Director, National Voluntary Service Programs, Peace Corps, Washington, D. C. 20525.

A call for counselors

The Foreign Student Service Council of Washington, D. C., is seeking former Peace Corps Volunteers living in the Washington metropolitan area to help in an orientation program for international students. The ex-Volunteers would serve as personal counselors for students from areas where they had served abroad. Information is available from Mark Himelstein, 1746 M St. N.W., Washington, D. C. 20036.

imprimis

imprimis:
pristine
bloodless absence of color
the purity of alabaster
unblemished pallor
as snow is white
as milk is white
as chalk is white
seeming albinoism
and yet today:
chromatic
a kaleidoscope of
saffron
magenta
emerald
cobalt
vivid-intense hues
here dappled
here blending in
a patchwork quilted design

Translation: Today I found my favorite white blouse covered with mildew.

—CAROL WHITE
(Park Ridge, Ill.),
reprinted from *Harka,* published by Volunteers in Morocco.

Memorandum

TO : The field DATE: August, 1965

FROM : The editors

SUBJECT: A familiar question; A note from Class 2/8

Volunteers past, present, and future who are asked "Why did you join the Peace Corps?" might consider the following, which was contained in a speech made two years ago:

> I flatly refuse to ask you, "Why did you join the Peace Corps?" I understand you expect that question now—for the 1000th time. Let me suggest the next time someone asks you that question, simply turn it around—like Thoreau turned Emerson's question around.
>
> Emerson had paid a visit to his friend in the Concord jail. "My dear Thoreau," Emerson said, "why are you here,"
>
> To which Thoreau replied, "My dear Emerson, why are you not here?"

The speaker, addressing a group of Volunteers in Puerto Rico, was future President Lyndon B. Johnson.

□ □ □

Love letter: The *Thailand Peace Corps Journal* reports that an unidentified Volunteer teacher went to his class on the first day of school, and instead of students found only a note on the blackboard:

> DEAR TEACHER,
> We are sorry that we can't study today because we are tired.
> Love,
> CLASS 2/8

□ □ □

How would you like to be a Volunteer with your very own exclusive project number? We happen to have such a Volunteer. If you asked Uruguay 64-01-06 to rise en masse, you'd find only Tony Duke, of New Haven, Conn. In fact, Duke is at the moment the only Volunteer in the small South American country; 47 potential Volunteers are now training at Texas Christian, preparing to coach basketball and work with rural youth, but they won't go abroad until fall. Meantime, Duke carries on. It happened like this:

In June of last year, Duke entered training with 16 other Volunteers. He was to work in agriculture, the others were scheduled for urban-community development. He took his agricultural training away from the rest of his group, then went abroad a month before they were set to go. Meantime, the Government of Uruguay decided it didn't need urban Volunteers after all. In a fast about-face, the 16 Uruguay-bound Volunteers became 16 Venezuela-bound Volunteers. Duke wasn't alone for the first year—18 agricultural-extension Volunteers had arrived the year before, completing service this July. Washington will be glad when the new Volunteers arrive; Uruguay is the only country where the staff outnumbers Volunteers.

□ □ □

It happened in Morocco: Volunteers who complain that Peace Corps meetings more often than not are a waste of time might turn to the Peace Corps in Morocco for the secret of their success. Tom Carter, Representative in Morocco, told a recent Washington staff meeting that the project had had a meeting so successful that 128 Volunteers stood and applauded at its termination.

I.V.S. in Vietnam

(Continued from page 2)

He joined malaria specialist William Betts and other I.V.S.-ers to work in lashing winds for 15 hours a day, 7 days a week, loading and unloading relief supplies, vaccinating the people against cholera, and teaching them they must boil their water.

Agricultural teams are mainly concerned with developing new crops and new techniques—always in the framework of resources right there in the community. George McDowell, who is stationed with his wife, Renie, at Soc Trang in the Delta, introduced huge watermelons from Georgia—which became such a success that one peasant kept three of them on his Buddhist altar.

Teachers in I.V.S. have found that the Vietnamese are extremely eager to learn home economics, experimental science, and particularly, English. Jay Parsons, who lives with a Vietnamese family in Hué, teaches English to more than 200 students 41 hours a week.

The primary focus of I.V.S. (which also operates in Laos, Cambodia, Algeria, Syria, Jordan, and Lebanon) has always been less on plants or projects than on developing human resources. In Vietnam it has achieved this by working through traditional local leadership to teach villagers who in turn will teach others.

It has also sparked a "domestic I.V.S."—the Voluntary Youth Association of Vietnam. Recently a Vietnamese writer told me, "There is no hope for our country unless the peasants feel the central government is really with them. And one way to achieve that is to send out teams of students to work with the peasants."

It was a Vietnamese, too, who commented, "It's a pity I.V.S. has to work on so small a scale. It's the greatest American success in Vietnam. These young people have helped us recognize the *real* problems of our country: low productivity, ignorance, division between classes. I.V.S.-ers are actually doing the things the Communists are always promising."

'A high standard of etiquette'

In April, just three months before he was fatally stricken on a London street, Adlai Stevenson addressed himself to the Peace Corps in a reply to an invitation he had received to attend a dinner for returning Volunteers:

. . . The work which they [Volunteers] have done in the areas of education and welfare is considerable. But I have always felt that the greatest contribution of the Peace Corps is not a material one, but its demonstration of the concern of individual Americans for our fellow man in all corners of the earth.

We have never had to worry about the Ogden Nash poem that goes:

"There was a brave girl of Connecticut
Who flagged the express with her pecticut
Which critics defined
As a presence of mind
But a deplorable absence of ecticut."

The members of the Peace Corps have demonstrated not only extraordinary presence of mind, but a high standard of etiquette which will pay our country far greater dividends than their weight in gold. We can all be proud of the job they have done.

A correction

To The Volunteer:

I would like to call your attention to one small error in your article entitled "Nepal Rated High by F.S.I." [The Volunteer, June-July, 1965]. We (Nepal II) did not train at George Washington University.

The reason I bring this to your attention is that the training program given us at the University of Oregon was excellent. The staff was sincere, intelligent, and informed. We had few complaints and once we arrived in Nepal we had much to thank our trainers for. The man who directed our program, Dr. Egbert Wengert, died about a year ago. As a tribute to him and to the other inspired and conscientious people at Oregon, I hope you will correct this error.

Murray Gregg Smith
Independence, Mo.

—Our apologies to Oregon and the Volunteers of Nepal II, and our congratulations to both on their fine performances.—Ed.

Art-exchange program

An organization that sponsors the international exchange of children's art has invited Peace Corps Volunteer teachers and other Volunteers working with children to take part in its program.

Art for World Friendship, which began in 1946, sponsors exchanges on a group basis between schools, art centers, libraries, colleges, and children's organizations. More than 80 countries have participated since the program's start.

Children exchange pictures that portray their lives, their friends, or their ideas—the only stipulation is that no pictures with war themes be sent. The organization has helped Peace Corps Volunteers who were in need of reproductions, art publications, or materials. Supplies such as crayons and paper are often available to exchange groups in other countries. More information may be obtained from Art for World Friendship, Friendly Acres, 51 W. 8th St., Media, Pa. 19063.

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